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ABSTRACT

One hundred and twenty-five items are compiled in this bibliography which lists profitable books and where they can be located, and which gives descriptions of document content. The quality of the material referenced is judged by the use of one, two, or no asterisks denoting material judged to be very best, better than good, and good respectively. A method of citing references is used in which the title of the specific material about which the annotation is written and the title of the larger volume containing that material are differentiated through capitalization and underscoring. An arbitrary signal system using capital letters arranged to the left of each annotation enables the user with specialized interests to locate items. The bibliography lists documents that deal with problems in human interaction due to differences in cultural background and specifically those that relate cross-cultural differences to the educational process in a school setting. Among the topics dealt with are language and linguistics, bilingual education, pre- and inservice education, nonverbal education, visual perception, cultural patterns, testing non-mainstream children, and international exchange programs. (AM)

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THE INTENSIVELY ANNOTATED BIBLIOGRAPHY ON CROSS-CULTURAL PROBLEMS IN EDUCATION

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The general purpose of this bibliography is to bring to light a wide range of books and articles dealing with those problems in human interaction that stem from differences in cultural background, and in particular to focus on those materials that relate cross-cultural differences to the process of education in a formal school setting. It is anticipated that this bibliography will be of use primarily to students of International Educational Development, Cross-Cultural Communications, Anthropology of Education, Bilingual/Bicultural Education, and TESOL. But it is my hope that it will also find its way into the hands of classroom teachers and others on the front lines of education, for it is primarily in schools and classrooms that the ideas referenced by this bibliography have their ultimate practical application. The annotations are unusually long so that those educators who are not familiar with the field of Cross-Cultural Communications may gain some idea of its scope and concerns, and so that all interested parties may select more readily those books and articles of special usefulness to themselves.

UD 015 467

There are two main reasons why I have compiled and prepared the particular kind of bibliography that you will find on the following pages. The principal motivating and guiding force is my belief that many of the problems currently being faced in school classrooms and corridors are due to the differences in cultural backgrounds of the individuals who come into daily contact in the schools. Cultural and subcultural differences can lead to misunderstandings of the most diverse kinds on the part of people of good will. Sometimes these misunderstandings take place in the overt verbal (i.e., linguistic) realm of human communication, but it is probable that these (being more often than not on the level of full consciousness) are the more easily dealt with and

resolved. My belief is that the more lasting and pernicious misunderstandings take place in the out-of-awareness nonverbal channels of communication; these misunderstandings may never be fully resolved because the actors may never realize that one of them is misreading the intentions or motives of the other, or that one of them is communicating to or expecting of the other something forbidden or embarrassing in the other's culture. There are many examples of counter-productive nonverbal communication across cultures; one of the best-known in education concerns the teacher who scolds her young Hispanic student for not looking her in the eye. Her complaint is that the young lad is failing to show her the proper respect. She fails to realize that in the Hispanic culture, looking downward in the presence of a superior is a sign of respect, while a direct gaze is a sign of defiance! But whether in the verbal or nonverbal channels of communication, counter-productive exchanges in a cross-cultural context are not limited to those instances where the parties come from widely separated and differing cultural backgrounds. The term "cross-cultural" is most useful when defined rather broadly, because the kinds of misunderstandings and cross-purposes we are considering may occur even when, for example, the language, ethnic heritage, and place of birth of the actors are the same, while only the socio-economic class differs. I believe that the more educators understand about the nature and pitfalls of cross-cultural contact, the better they will be able to complete their tasks with a sense of accomplishment and satisfaction; for this reason I commend the readings in this bibliography to all theoreticians, and especially to all practitioners, of education.

The second reason why I have compiled this kind of bibliography is that reading materials bearing upon the problems of cross-cultural contact in education are widely scattered throughout libraries and journals. One need only flip through the pages of this bibliography, noting the reference information in the upper righthand corner of each entry, to become aware of the multiplicity of Dewey Decimal and Library of Congress numbers that have been assigned to books containing readings in this field. And I am not yet aware that there is any journal specifically devoted to cross-cultural problems in education. I can entirely believe that many educators are not even aware of the existence of this field of study. Thus, I have decided that I can best help to focus the attention of my profession upon this vital and relevant material by compiling an "intensively" annotated bibliography, one that not only indicates <u>which</u> books and articles might be read with profit, but also notes <u>where</u> these materials can be found and gives a thorough <u>preview</u> of their contents.

Several matters need to be explained about the use of the bibliography. In the case of each entry, I have expressed my judgment about the quality of the material referenced. Every item in the bibliography is at least good. Material that is significantly better is indicated by an asterisk prior to the author's last name (e.g., *Braia). The very best materials (only about one in twenty-five) are signalled by two asterisks (e.g., **Rodrigues).

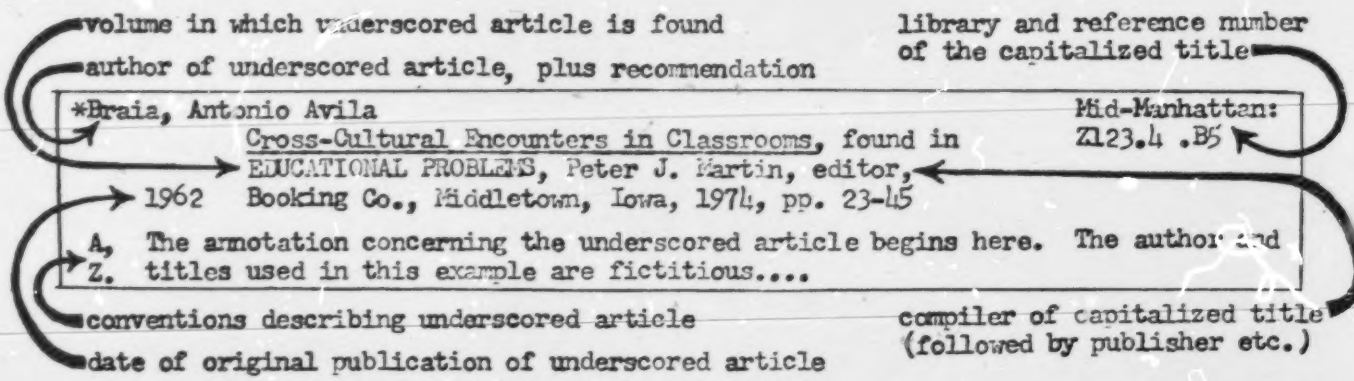
Secondly, I have developed a new method of citing references. Since well over half of the material cited in this bibliography is in the form of articles contained in some larger source (typically an edited volume or a journal), I have attempted to make clear at a glance the difference between (1) the title of the specific material about which the annotation is written, and (2) the title of the larger volume containing that material, or, in other words, the title of the work for which the library reference number (or other locating information) is given. A combination of these two methods is employed in those cases in which an entire volume is annotated. The following three sentences explain this method succinctly:

(1) The item for which a library reference is given is CAPITALIZED.

(2) The item about which the annotation is written is underscored.

(3) When an entire volume is reviewed, its title is UNDERSCORED & CAPITALIZED.

Most of the citations include two dates. The date in the open space near the lefthand margin, directly under the author's name, is the date of original publication of the article about which the annotation is written; this is the important date for most purposes. When a second date appears in the body of the citation, it pertains to the larger volume containing the annotated material. The following example serves as an illustration of my citation method:


volume in which underscored article is found
library and reference number of the capitalized title
author of underscored article, plus recommendation
*Braia, Antonio Avila
Cross-Cultural Encounters in Classrooms, found in
EDUCATIONAL PROBLEMS, Peter J. Martin, editor,
1962 Booking Co., Middletown, Iowa, 1974, pp. 23-45
Mid-Manhattan:
Z123.4 .B5
A, The annotation concerning the underscored article begins here. The author and
Z. titles used in this example are fictitious....
conventions describing underscored article
compiler of capitalized title
(followed by publisher etc.)
date of original publication of underscored article

With regard to the nature of the materials referenced in this bibliography, I have attempted to devise a scheme that will enable individuals with specialized interests to find rapidly those items of major usefulness to them. To accomplish this, I have arbitrarily devised a series of "conventions" in the form of capital letters arranged in a vertical column to the left of each annotation (see letters "A" and "Z" in the above example). It is not the purpose of these conventions to replace a reading of the annotation itself, but simply to act as a kind of signal system for those who do not have the time to read forty-odd pages of annotations in order to find materials of a specific variety. The meaning of each convention follows:

A = Item provides excellent reading for those new to the field of cross-cultural study; good introductory material.

B = Item referenced includes, or is, a non-annotated bibliography of at least 25 entries.

Ba = Item referenced includes, or is, an annotated bibliography of any length.

E = Item relates to pre- or in-service education of classroom teachers.

F = Item includes good foundations or philosophical material underlying the whole field of cross-cultural studies or multi-cultural education.

I = Item includes many practical illustrations of the types of cross-cultural conflicts that can occur in classrooms.

L = Item emphasizes language and linguistics.

Lb = Item deals with problems in bilingual education.

N = Item includes basic information about nonverbal communication.

R = Item reports on research bearing upon cross-cultural problems.

S = Item discusses social class conflicts in classrooms in terms of cross-cultural conflicts.

T = Item includes information relevant to the testing of children from non-mainstream cultural backgrounds.

V = Item deals with visual perception problems occurring in cross-cultural contexts.

X = Item discusses the problems of international exchange programs.

Z = Item is of particular interest to students of International Educational Development.

Finally, a word about the reference information I have given so that readers may quickly locate the materials cited. Whenever possible, I have given the library reference number used in the Teachers College library. Other Columbia libraries are also cited fairly frequently; note that the "Columbia Burgess" library is also known as the "Burgess-Carpenter," the "Carpenter," and the "Classics" library, and is located on the third floor of Butler Library on the main campus. The only other library cited is "Mid-Manhattan," which is located on East 40th Street between Fifth and Madison Avenues.

I am very much indebted to the Institute of International Studies, and to its Director, Professor James R. Sheffield, for making the dissemination of this bibliography possible. Individuals who have been particularly interested and helpful in improving this edition of the bibliography include Barbara O'Brien and my wife, Christine. Professor Clifford Hill has suggested several of the outstanding items reviewed in the following pages. To Miryam Morin go my thanks for typing these introductory pages.

Individuals who wish to contact me regarding this bibliography, or who wish to suggest items for inclusion in a future expanded edition, may contact me via the Bilingual General Assistance Center, Teachers College, Box 11, New York, New York 10027, phone 678-3152, or at my always-correct address: c/o R.N. Grove, Steven Lane, Overbrook Heights, R.D. #1, Walnutport, Pennsylvania 18088.

GROVE'S INTENSIVELY ANNOTATED BIBLIOGRAPHY ON

CROSS-CULTURAL PROBLEMS IN EDUCATION

Second Edition, September 1975

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Arnesberg, Conrad M., and Niehoff, Arthur H. Teachers College: HM101 .A67
INTRODUCING SOCIAL CHANGE, Aldine Publishing Co., Chicago, 214 pages
1964

A, F, Z. The intended purpose of this work is expressed by its subtitle: "A Manual for Americans Overseas." The authors mean by this not tourists, but military personnel, consultants, diplomats, Peace Corps volunteers, business personnel, missionaries, and the like. Arnesberg and Niehoff discuss culture and cultural change in general terms; this reviewer found somewhat objectionable their implicit assumption that changes and innovations brought to other peoples by Americans are one and all ultimately desirable. The basic message of the book seems to be: Do your best not to offend the natives whilst you improve their lives. Of course, this book was being written in the optimistic early 1960s.... Particularly recommended is the sixth chapter, "American Cultural Values." It provides a good mirror for self-understanding in the cultural sense, and makes excellent first reading for those preparing to interact with peoples from other cultures. The bibliography is helpful, but outdated.

Bateson, Gregory Teachers College: GN6 .B3
Morale and National Character, found in STEPS TO AN ECOLOGY OF MIND, Chandler Publishing Co., San Francisco, 1972, pp. 88-106
1942

F. Bateson begins by providing a series of arguments supporting the validity and usefulness of the term "national character" (about which a debate apparently raged during World War II), and goes on to propose a somewhat different approach or model for both describing a national character and describing differences between national characters. American and British child-rearing practices are used to illustrate the theoretical points. The result is some interesting new ideas about why people of different nationalities misunderstand and dislike each other. If you read this article, finish by reading "Comment on Part II," in which Bateson offers a 1972 postscript to the 1942 article (begins p. 153).

Bateson, Gregory Teachers College: GN6 .B3
Problems in Cetacean and Other Mammalian Communication, found in STEPS TO AN ECOLOGY OF MIND, Chandler Publishing Co., San Francisco, 1972, pp. 364-378
1966

N. This article is about whales, porpoises, and the like, which admittedly is a far cry from cross-cultural problems in education. But both for sheer interest-value and for valuable insight into the nature of analogic (as opposed to strictly digital) messages used by human beings to communicate information about the state of their relationships with one another, this article is highly recommended. In other words, it concerns the meaning of non-linguistic behavior in humans. See also articles and books by Birdwhistell, Knapp, and Scheflen, reviewed below.

Baty, Roger
REEDUCATING TEACHERS FOR CULTURAL AWARENESS, Praeger Publishers, New York, 137 pages
1972
Teachers College: LC2687 .C2B3

B, E, R. Subtitled "Preparation for Educating Mexican-American Children in Northern California," this book reports on an "action-research project" carried out under an Office of Education contract/grant. Baty devised and conducted an in-service training program for two groups of elementary school teachers, the goals of this program being to increase the teachers' understanding of the Mexican-American child's cultural background, and to help the teachers find ways to increase the child's self-esteem. The teachers were given pre- and post-tests to determine their changes on two attitudinal dimensions: "tolerance" and "optimism." Much attention is paid by the author-researcher to methodology and statistical precision--so much, in fact, that this reviewer found it difficult to break through to a more humanistic feeling about the content of the course of study and the changing feelings of the teachers. The course was largely successful in achieving its goals, and Baty advances a few policy recommendations as a result of his experiences with the project. For more thoughts on reeducating in-service teachers, see Best and Light, both reviewed below.

*Beals, Ralph L., and Humphrey, Norman D.
NO FRONTIER TO LEARNING, University of Minnesota Press, Minneapolis, 148 pages
1957
Teachers College: 378.73 .B36

I, R. "The Mexican Student in the United States" is the subtitle of this short book, publication of which was sponsored by the Committee on Cross-Cultural Education of the Social Science Research Council. After thoroughly explaining the "cultural approach" adopted by the authors (worth reading in itself, and largely responsible for the asterisk awarded this volume), the text goes on to view Mexican students at home, their adaptation to life in the United States, their reactions to the experience, and their problems upon returning to Mexico. Implications for student exchange programs are discussed. (All the students were college or university level, including post-doctoral.) Generalizations are balanced by many references to individual experiences and feelings. This book seems to this reviewer to be the most valuable in the entire series published by the University of Minnesota press; also reviewed in this bibliography are Bennett et al., Lambert et al., Morris, Scott, Selltiz et al.

Bedford, Richard C.
The Role and Function of the Native Teacher, found in TEACHING THE BILINGUAL, Frank Pialorsi, editor, University of Arizona Press, Tucson, 1974, pp. 218-225
1968
Teachers College: LC3731 .P52

E, I, L. Bedford's article was motivated by the fact that foreign language programs using the new aural-oral methods have been putting much value on having foreigners (i.e., native speakers of the target language) on their teaching staffs, a situation increasingly threatening to what are termed "native teachers" (i.e., those from the same linguistic background as the students, and who learned the target language as a second language). Bedford argues that there is definitely a place for the native teacher in aural-oral programs, and defends his position largely on the grounds that the native teacher will usually be better able to explain the many cross-cultural inconsistencies in linguistic and cultural norms. The article includes many examples of practical classroom problems of this kind. Bedford sees the native and foreign teachers in a partnership in which the major contribution of the latter is a precise teaching of pronunciation and of idiom.

Bennett, John W., Passin, Herbert, and McKnight, Robert K. IN SEARCH OF IDENTITY, University of Minnesota Press, Minneapolis, 369 pages
1958

Teachers College: 952.1 .B433

I, R. Subtitled "The Japanese Overseas Scholar in America and Japan," this is clearly the most ambitious of the volumes sponsored by the Committee on Cross-Cultural Education of the Social Science Research Council. An interdisciplinary study stressing cultural anthropology, sociology, and psychology, the book begins by discussing Japanese-American relations since the late 1800s, and concentrates on a study of dozens of male Japanese students from many walks of life who, during the interwar and post-World War II eras, sojourned in the United States for educational purposes. A separate chapter looks at the Japanese woman educated in America. Three chapters (Part III) attempt to generalize about the intercultural experiences of Japanese students; here the authors develop a "cultural model of interaction" (in particular, an analogic "arc of status-cue confusion") which could well have heuristic value for researchers beyond the Japanese-American context. Appendices include suggestions for the guidance of foreign visitors.

For a shorter and more digestible treatment of the same material, see: Bennett & McKnight, Social Norms, National Imagery, and Interpersonal Relations, found in COMMUNICATION AND CULTURE, Alfred G. Smith, editor, Holt, Rinehart, and Winston, New York, 1966, pp. 595-608; Columbia Social Work library: HM258 .S5

Berry, J. W. Psychological Aspects of Cultural Pluralism: Unity and Identity Reconsidered, found in TOPICS IN CULTURE LEARNING, VOLUME II, Richard W. Brislin, editor, East-West Center Culture Learning Institute, Honolulu, 1974, pp. 17-22
1974

See bibliography entry below for Trifonovitch

F, Z. In the course of discussing the conflict between the need of individuals for identity, and the need of political entities for unity, Berry develops a typology of the ways in which diverse cultural groups within a single state can relate to one another: Integration, Paternal Integration, Self-Segregation, Exclusive Segregation, Melting-Pot Assimilation, Pressure-Cooker Assimilation, Marginality, and Deculturation. The derivation and precise meaning of each term is briefly explained. These terms might prove useful to both teachers and researchers in helping them to develop and order their thinking about cross-cultural contacts within the framework of a single society or state.

Best, Gilmary Validating Performance Models for Re-Educating Certified Urban Teachers in Multicultural Dimensions, Final Report, Research Grant 1-E-110, 32 pages
1972

ERIC document no. ED 072 162

Clearinghouse on Urban Education document no. UD 013 255

E, R. Sister Gilmary Best began her Office of Education-sponsored research with the refreshing assumption that what is most needed is not compensatory education for children of minority cultures, but rather compensatory education of teachers who are functioning in culturally pluralistic classrooms. But what kind of re-education program for in-service teachers could be devised that would win the approval of educators and scholars of several minority groups? Sister Best devised a re-education plan (including performance objectives, learning arrays, and criterion measures) covering the following substantive areas: language, motivational patterns, learning styles, time orientation, family patterns, sex-related behavior, folkloria, and special rites and customs. The plan was submitted to minority educators and

scholars who--to make a long story short--liked it, although the scholars and the front-line practitioners disagreed on what to emphasize. Reading the re-education plan itself (conveniently summarized in chart form) is thought-provoking enough to make it worthwhile digging up. For more thoughts on re-education for in-service teachers, see Baty, reviewed above, and Light, reviewed below.

*Birdwhistell, Ray L. See note at end of this annotation.
Certain Considerations in the Concepts of Culture and Communication, allegedly found in PERSPECTIVES ON COMMUNICATION, Carl E. Larson & Frank E.X. Dance, editors,
1968 University of Wisconsin Press, Milwaukee, no date, pp. 144-165

B, F. Here is an intelligent and thoughtful (if somewhat difficult for the non-specialist) article throwing needed light on the concepts of "culture" and "subculture," on terms such as "breakdown of communications," and on the relationship between the concepts "culture" and "communication." The important question of whether communication is a psychological and physiological capacity of humans, or an intrinsic adaptational minimum for humans, is discussed. Also discussed in historical perspective is the question of whether culture is best viewed as extrinsic (produced "artifacts and mentifacts") or intrinsic (inseparable patterns of interaction) to humans. Cautions are raised about using faddish terms such as "culture of poverty" and "WASP culture" in policy debates. The article ends with a delightful anecdote which brings some of the high-level philosophizing down to immediately comprehensible everyday terms. The footnotes and the bibliography are very helpful.

This bibliographer has never found so much as a library index card for the Larsen & Dance volume in which this article supposedly appears. My suggestion is that you get your copy of Certain Considerations... the same way I got mine: write to the Eastern Pennsylvania Psychiatric Institute, Philadelphia, Pa. 19129.

Birdwhistell, Ray L. Mid-Manhattan: 153-B
KINESICS AND CONTEXT, Ballantine Books, New York
1970 427 pages (paperback), $2.00

B, M. Birdwhistell is perhaps the leading theorist in the field of kinesics (i.e., body language). In this collection of his articles, three stand out as particularly useful background reading for those interested in the nonverbal aspects of cross-cultural communications:

(1) Backgrounds, beginning on page 30
(2) It Depends on the Point of View, beginning on page 83
(3) Communication and Culture: A Limited Conclusion, beginning page 317

Also see a short but important list of first principles beginning on page 231. (All page numbers refer to the paperback edition, which is worth the $2.00). In sum, expect Birdwhistell to try to convince you that non-verbal behavior has communicative value even greater than does verbal behavior, and that the social-integrative function of non-verbal behavior is at least as important as its new-impormational function. The bibliography at the end of the book is massive and concentrates on the field of kinesics and related disciplines. See also Bateson, reviewed above, and Knapp, Thompson, and Scheflen, reviewed below.

*"Bowen, Elenore Smith" Teachers College:
RETURN TO LAUGHTER, Anchor Books Natural History Library, Doubleday & Company, Garden City, New York, 1964 (originally published 1954), 297 pages
1954 DT500 .B6 1964

F, Z. "Elenore Smith Bowen" is the nom de plume of Laura Bohannan, a name well-known in anthropological circles. This book, while technically a work of fiction, evidently draws heavily upon Ms. Bohannan's extensive field experience among the Tiv of Nigeria. It is the story of an anthropologist's life within a strange culture from the day of arrival to the day of departure, and it demonstrates--among other things--how even a thoroughly trained individual can experience great difficulty in adjusting to a radically different culture. If the trained anthropologist experiences these difficulties, how much should we realistically expect of ourselves when confronting alternative patterns of living and belief? Some of the events related in this engrossing little volume are permanently engraved in my mind; my wife, who read it more as entertainment and less as a learning experience, has told several of our friends that she "couldn't leave it alone." I recommend this book as a valuable document to all those who wish to broaden and deepen their appreciation of the difficulties inherent in cross-cultural contact.

Brembeck, Cole S. Mid-Manhattan:
Educational Aspirations as a New Social Force, found in CULTURAL CHALLENGES TO EDUCATION, Cole S. Brembeck and Walker H. Hill, editors, Lexington Books (D.C. Heath), Lexington, Mass., 1973, pp. 63-85
1973 370.1934-B

Z. Brembeck reports on a series of interviews he conducted in India, Pakistan, and the Philippines in order to learn more about the social determinants influencing school learning within the context of rising expectations and aspirations. He interviewed 125 people for an average of 2½ hours each. Many quotes from the interviews are included in Brembeck's report, which is impressionistic rather than quantified. Brembeck was particularly interested in the following:

(1) the sources of educational aspirations,
(2) the response of elite groups to upward pressure from lower classes,
(3) challenges to the control of education,
(4) the preservation of cultural identity by villagers in the face of alien ways imported by schools,
(5) discontinuities between home and school resulting from education of the young, and
(6) the influence of peer group cultures in the vacuum created by the lack of parent- and teacher-control over classroom events (the assumption being that teachers are the tools of the bureaucracy).

The latter three interests of Brembeck relate directly to the major concern of this bibliography, cross-cultural problems in education, although in the cases reported on by Brembeck (as in many cases in American education) the cross-cultural conflicts occur in an intranational context.

Students of International Educational Development will probably find other articles in CULTURAL CHALLENGES TO EDUCATION to be of value.

*Burger, Henry G. Mid-Manhattan: 371.97-B
ETHNO-PEDAGOGY: CROSS-CULTURAL TEACHING TECHNIQUES, Southwestern Cooperative Educational Laboratory, Albuquerque, 193 pages (Revised Edition) ERIC ref. no.: ED 091 109
1971

B, Burger, an anthropologist at the University of Missouri,
E, has subtitled this book "A Manual in Cultural Sensitivity."
I. It is the only full-scale attempt known to this reviewer to (among other things) discuss practical steps which teachers in multi-cultural classrooms can take to deal more intelligently and empathetically with their students. Although the book was produced by a Southwestern research center, it is not pitched exclusively to the problems peculiar to that region. Some chapters are clearly applicable there, but most chapters discuss the problems of cross-cultural education broadly. In fact, although Burger's writing style perhaps leaves something to be desired (and although the book is physically a low-budget production), there is probably something for just about everyone in it. Chapter topics range from polemics on the need for the application of more anthropological knowledge to educational problems, through a treatise on the effects of industrialism on American culture, to discussions of the cultural patterns of several ethnic groups—and more besides. Overall, Burger advocates syncretism, the mutual compromise of ethnic patterns, in schools and elsewhere. The following two items in this bibliography are distillations of material found in ETHNO-PEDAGOGY.

Burger, Henry G. Mid-Manhattan: 370.1934-B
Cultural Pluralism and the Schools, found in CULTURAL CHALLENGES TO EDUCATION, Cole S. Brembeck & Walker H. Hill, editors, Lexington Books (D.C. Heath), Lexington, Mass., 1973, pp. 5-18
1971

E, Burger begins by differentiating among three different goal systems of assimi-
I. lation: "Anglo-conformity," "melting pot," and "cultural pluralism." His message is that whereas the first two have dominated the rhetoric, the third is actually closer to what has occurred in reality (i.e., minorities have tended to maintain separateness)—a trend which Burger sees as becoming more pronounced under the impact of continuing industrial-technological expansion. Consequently, cultural minorities will play an increasing role in American education--this must be accepted and prepared for in the sense that the inherent cultural differences of children must be used in the classroom as resources for learning by knowledgeable and empathetic teachers. Burger classifies the variables in cultural differences —cognition vs. affect vs. psychomotion, communication styles, time handling, social organization, outlook on human nature, and sense of environmental control—and makes many concrete (if unfortunately brief) suggestions as to how they can be turned to positive effect in classrooms. The many footnotes serve as a kind of bibliography.

Burger, Henry G. Mid-Manhattan: 370.1934-B
Adapting Education Cross-Culturally, found in CULTURAL CHALLENGES TO EDUCATION, Cole S. Brembeck & Walker H. Hill, editors, Lexington Books (D.C. Heath), Lexington, Mass., 1973, pp. 111-119
1971

E. In this short article Burger presents us with a hodge-podge of suggestions concerning ways in which American classroom practices can be modified and adapted in order to increase the interest of non-Anglo children in school and in particular subjects. Four broad areas are discussed: the sociological environment, teaching methods,

curricular subjects, and examples of individual subjects. Burger leaves this reviewer with the impression of one so enthusiastic that he sort of dumps his load of suggestions in a heap, sparing little attention to organization, clarity, etc. But his articles should repay the small extra effort required to understand them, and are of greatest value to the classroom teacher looking for practical suggestions, and to teacher trainers.

**Byers, Paul, and Byers, Happie
Nonverbal Communication and the Education of Children, found in FUNCTIONS OF LANGUAGE IN THE CLASSROOM, Courtney B. Cazden, Vera P. John, and Dell Hymes, editors, Teachers College Press, New York, 1972. pp. 3-31
1972

Teachers College: P41 .C38

A, N. Here is an eminently readable article that (1) persuasively demonstrates the importance of the various nonverbal channels in human communication; (2) emphasizes the human interaction view of communication (relegating the sender-to-receiver message-transmission view to the realm of telecommunications, where it is more appropriate); (3) offers some astute observations about the origin of cross-cultural problems in the classroom, and some equally astute observations about the nature of prejudice and cross-cultural misunderstandings generally; and (4) discusses the special role of the nonverbal channels of communication in helping (or hindering) children to learn how to learn. Many concrete examples illustrate these and other points. Highly recommended to all!

Case, Sheila
Linguistic Barriers to Classroom Communication, found in CULTURAL ADAPTATION WITHIN MODERN AFRICA, S.H. Irvine and J.T. Sanders, editors, Teachers College Press, New York, 1972, pp. 49-59
1968

Teachers College: DT14 .I78

E, L, Z. Ms. Case was a teacher in Malawi at the time she wrote this article, which concerns her problems in using English to communicate scientific concepts to her students (for whom English was a second language). She explains how she systematically went about trying to discover precisely how and why she was failing to communicate with her pupils; consequently, this article has special value in that it describes a model for teacher self-evaluation and self-correction in ESOL. An article with a similar point of view, but describing difficulties with concepts in the humanities, is that by Musgrove, reviewed below.

Case's article is also in TEACHER EDUCATION IN NEW COUNTRIES, Vol. 9, 1968.

*Cazden, Courtney B., and John, Vera P.
Learning in American Indian Children, found in ANTHROPOLOGICAL PERSPECTIVES ON EDUCATION, Murray L. Wax, Stanley Diamond, and Fred O. Gearing, editors, Basic Books, New fork, 1971, pp. 252-272
1971

Teachers College --and-- Columbia Butler: LB45 .W33

B, I, R, T. This article comes in the form of a review of the literature about research findings on American Indian children, but its value far exceeds the limits which that description suggests. First of all, Cazden and John discuss a wide range of cross-cultural differences that affect the teaching-learning situation. Secondly, in describing past research, they make many informed comments regarding the testing of Indians. Thirdly, their article and its associated bibliography directs the reader's attention to much literature of value in cross-cultural communications, including the neglected but vital areas of visual learning, listening behavior, and time perspective. Valuable to all even though not all are concerned with Indian problems.

Chilcott, Michael — Teachers College: Periodical section

Two Studies of Visual Perception and Appreciation, found in OVAC BULLETIN (OVAC = Oversea Visual Aid Center), April 1967, No. 15, pp. 14-17

1967

R, V, Z. Chilcott reviews two studies of visual perception as part of his effort to develop suitable educational materials for use in Papua and New Guinea:

(1) Fonseca, Luiz, and Kearl, Bryant, Comprehension of Pictorial Symbols: an Experiment in Rural Brazil, 1959. This study provides evidence that the capacity to interpret pictorial symbols is a learned, not a "natural" skill. It also advances specific recommendations for achieving maximum comprehension among less educated peoples. Useful. See also Wallman, reviewed below.

(2) An untitled study made by a Bangkok firm among villagers in Northeastern Thailand, testing esthetic perception and preferences. More attention is paid to the methodology than to the substantive findings.

If you look up Chilcott's article, also see in the following issue (same binding), i.e., No. 16, a one-page article by Jonathan Kingdon concerning the use of pictorial material with illiterates (page 29).

Clearinghouse on Urban Education (CUE) — Teachers College: Dodge Hall Room 197

Ba. This is an unusual bibliography entry in that it is calling your attention not to a book or an article, but to a place. The Clearinghouse on Urban Education, one of the ERIC system clearinghouses, is located in an out-of-the-way place at Teachers College (Dodge 197), which may help explain why so few people make use of it. But in fact it is open not only to students, but to the general public as well, every Wednesday and Friday (these are subject to change, of course). At CUE, there is not only a library of moderate size, but also a complete and up-to-date ERIC microfiche file. And the place is quiet! Here is how to get maximum mileage from CUE: Under the guidance of the User Services Coordinator, consult the "Accession Files," in which you will find references to all the materials submitted by CUE to the ERIC system, plus all materials in the CUE library right there in the same room. These "Accession Files" are organized alphabetically by "Descriptors" including the following of interest to readers of this bibliography:

Bilingualism	Culture Free Tests
Bilingual Students	English (Second Language)
Child Development--Cultural Influences	Race Relations
Cross-Cultural Studies	Teaching Methods--Bilingual

and hundreds of others, including "Descriptors" designating each of the major ethnolinguistic minority groups. The Clearinghouse on Urban Education is one of the many projects of the Institute for Urban and Minority Education (IUME).

**Cohen, Rosalie A. — Teachers College: LB45 .I26

Conceptual Styles, Culture Conflict, and Nonverbal Tests of Intelligence, found in CULTURAL RELEVANCE AND EDUCATIONAL ISSUES, F.A.J. Ianni and Edward Storey, editors, Little, Brown and Co., Boston, 1973, pp. 494-527

1969

F, T. In this outstanding article, Ms. Cohen, of the University of Pittsburgh, cuts through to the heart of cross-cultural differences in general, and school performance in cross-cultural contexts in particular. She focuses primarily on the incom-

patability of two major conceptual styles, the "analytic" (typical of the mainstream in the USA) and the "relational," showing how these styles are associated, respectively, with "formal" and "shared-function" primary group socialization settings. With this preparation, the reader is then shown how the terms "deprivation," "culture difference," and "culture conflict" properly refer to quite different sorts of problems. Only the last term, "culture conflict," refers to the differences between conceptual styles; the problems resulting are the most serious and most difficult for educators to deal with. Finally, Cohen discusses the recently-developed "culture-free" nonverbal tests of intelligence and convincingly argues that by stressing the analytic conceptual style, these tests may discriminate more against certain classes of students (instead of less, as their designers intended). This is not an easy article to read, but the effort will more than repay itself. A short bibliography directs the interested reader to additional reading, including other articles by Cohen.

This article may also be found in AMERICAN ANTHROPOLOGIST, Vol. 71, 1969, pp. 828-856. Also see the article by Jonathan Silvey, reviewed below.

Cole, Michael, Gay, John, Glick, Joseph, and Sharp, Donald
THE CULTURAL CONTEXT OF LEARNING AND THINKING,
1971 Basic Books, New York, 304 pages

Mid-Manhattan: 155.8-C

F, R. This is one of the recent basic studies in cross-cultural comparisons of learning and thinking. It is about the influence of culture on cognitive processes, although most of the ink is expended on detailing the research carried on by the four authors among the Kpelle of Central Liberia. The approach of the authors fuses the fields of anthropology and psychology, which in the past have formed divergent assumptions about the influence of culture upon thinking. The message of this work is that the notion of an inferior "primitive mentality" due to "cultural deprivation" is nonsense--what differs between cultures is not the quality of thought processes, but the content and premises of thought and the situations and conditions which elicit thinking. Western reification of "intelligence" as supposedly demonstrated by the creation of technology is merely an ethnocentric view--in fact, people's skills at tasks differ with their respective culture's emphasis on those tasks.

CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE)

Macmillan Information, New York, published monthly and cumulated semi-annually

Teachers College: second floor tables Ref.fZ5813.C8(date)

Ba. Are you interested in cross-cultural education or in culture in education? Learn to use this goldmine reference source because there are plenty of articles in these and related fields buried in dozens (hundreds?) of obscure journals. This index does not limit itself to journals specifically concerned with education.

(1) Turn to the SUBJECT INDEX, which spans the middle pages of any of the CIJE volumes. Find the heading "Cross-Cultural Studies" and all the headings beginning with the word "Cultural" (e.g., "Cultural Awareness," "Cultural Education," and the like).

(2) Read under these headings the titles of all articles on the subject, plus reference to the appropriate journal title, volume, etc.

(3) If the title isn't sufficient to tell you that you want to dig up an article, notice the reference number following each listing and having this form: EJ nnn nnn. This directs you to the MAIN ENTRY SECTION at the front of the same CIJE volume, where corresponding types of numbers are displayed sequentially in

boldface type at the beginning of each entry. Find the EJ nnn nnn number matching that of the article you're interested in, and you'll find an abstract of that article, plus additional information about it.

*Drucker, Ernest — Teachers College: HC110 .P6C85 1971

Cognitive Styles and Class Stereotypes, found in THE CULTURE OF POVERTY: A CRITIQUE, Eleanor Burke Leacock, editor, Simon and Schuster, New York, 1971, pp. 41-62

1971

S, T. Drucker levels an attack on the popular myth that lower-class upbringing leads to "concrete" thought processes, while middle-class upbringing leads to (higher order) "abstract" thought processes. He argues that this is one of those cases where science has entered the fray ostensibly to render objective truth, but actually to give aid and comfort to the establishment--and he makes a strong case for this view. Drucker views intelligence tests as "gatekeepers" which serve to select and develop certain styles of thought which are subsequently advocated as superior, and he shows with examples that many supposed "facts" about lower-class thought are probably artifacts of the middle-class-oriented research process. The whole notion of levels of development is discussed, and the conclusion is reached that high-IQ children may be best merely at "cognitive conformity." Finally, Drucker discusses the work of Herman Witkin, who in investigating "field-dependent" and "field-independent" cognitive styles, found that differences in verbal style may lie at the root of class distinctions (concrete/abstract) in educational testing. Witkin's cognitive styles appear to be evenly distributed over all classes. A thought-provoking article. Short bibliography.

Dumont, Robert V., Jr. — Teachers College: PH1 .C38

Learning English and How to be Silent: Studies of Sioux and Cherokee Classrooms, found in FUNCTIONS OF LANGUAGE IN THE CLASSROOM, Courtney B. Cazden, Vera P. John, & Dell Hymes, editors, Teachers College Press, New York, 1972, pp. 344-369

1972

E, I. Perhaps the main benefit of this article is that it compares and contrasts a singularly ineffective teacher of Indians ("Mr. Miller") with a singularly effective one ("Mr. Howard"), and consequently goads the reader into wondering just how he or she might handle a class in the same school. Dumont also discusses how a teacher-training institution could prepare novice teachers for positions in multi-cultural classrooms. (It was admitted that Mr. Miller had no specialized training.) The article ostensibly is about the way (silence) in which Indian students gained control over insensitive white teachers and thus protected themselves from pedagogical excesses. At one point, Dumont remarks that "...the act of teaching [is] culturally prescribed; and when it is held in that framework, it is of dubious value and relevancy for people of another culture."

Educational Resources Information Center (ERIC) — Teachers College: second floor shelves Ref.Z5813.R4

RESOURCES IN EDUCATION, published monthly by DHEW, National Institute of Education

Ba. The monthly guides to ERIC begin with document resumes, which are followed by subject, author, and institution indices. For recent research in education--

including much that doesn't make it into journals--see these monthly publications or the semi-annual compilations (the latter include the three indices only, not the document resumes). For cross-cultural research, proceed thus:

(1) Go first to a SUBJECT INDEX and find the headings from "Cross-Cultural Studies" to "Culture Contact" (many other relevant headings are located inbetween on adjacent pages). The number associated with each document title, in the form ED nnn nnn, directs you to the abstract of the document in question.

(2) With this number as your guide, go to the DOCUMENT RESUMES section (in monthly publications only). Here, associated with the number, you will find abstracts which are quite thorough, plus other relevant information.

(3) If you want to read the entire document, the ED nnn nnn number is your key to obtaining a microfiche copy with the librarian's assistance. These copies must, of course, be read by means of one of the special reading machines.

(4) If you want to order your own paper copy of any document, information and prices are contained in each volume of RESOURCES IN EDUCATION.

(5) It is possible for the computer to do a search for you, saving you lots of time but costing money. The librarians can direct you to information about how such a search is done and what the costs are.

Finocchiaro, Mary
ENGLISH AS A SECOND LANGUAGE (NEW EDITION),
1974 Regents Publishing Co., New York, 230 pages

Teachers College:
PE1128 .A2F5 1974

B, L. Since this bibliography does not pretend to be primarily interested in linguistic concerns in general or TESOL methodology in particular, Dr. Finocchiaro's recent text is being included as one of the best--maybe the best--introduction to that field of concern, and because it contains a massive and carefully organized bibliography covering everything that you ever wanted to know about language teaching in general and TESOL in particular. The bibliography begins by listing thirty-four bibliographies, and goes on from there for nineteen pages. Following this is another appendix describing "Some Additional Resources" such as agencies and associations, pen pal leagues, periodic reports, periodicals and journals (47 of these), and tests. Another appendix of fourteen pages defines useful terms from "accent" to "voiceless sound."

Fischer, J. L.
The Japanese Schools for the Natives of Truk, Caroline Islands, found in EDUCATION AND CULTURE, George D. Spindler, editor, Holt, Rinehart & Winston,
1961 New York, 1963, pp. 512-529

Teachers College:
370.4 .Sp42

Z. Fischer provides a low-key description of the results of Japanese efforts to provide schooling for the inhabitants of the Truk Islands between 1924 and 1939, showing that this cross-cultural educational effort was influenced to a significant degree by the natives, and that the results thus were not always what the Japanese intended. Also found in HUMAN ORGANIZATION, Vol. 20, 1961, pp. 83-88.

Fishman, Joshua A.
A Systematization of the Whorfian Hypothesis, found in COMMUNICATION AND CULTURE, Alfred G. Smith,
1960 editor, Holt, Rinehart & Winston, New York, 1966, pp. 505-516

Columbia Social Work:
HM258 .S5

L. This is a provocative article ostensibly discussing the nature and implications of the theories of linguist Benjamin Lee Whorf, but incidentally raising valuable

thoughts for the general reader concerning the relationship between systems of language and systems of cognition in individuals and groups. One need not be familiar with Whorf's works to profit from this article--in fact, it is a good introduction to Whorf. (But also see Fishman, 1972, reviewed below.) Fishman discusses linguistic structure and its cultural ("Weltanschauung") and behavioral concomitants, reviewing some research literature, and concluding that although Whorf was correct in postulating that linguistic structure does affect cognitive behavior, it affects that behavior only moderately and in counteractable ways. Another conclusion is that languages differ not so much as to what can be said, but as to what can be said relatively easily.

This article is also found in BEHAVIORAL SCIENCE, Vol. 5, 1960, pp. 323-339.

Fishman, Joshua A., et al. Teachers College: LC4065 .P3
Guidelines for Testing Minority Group Children, found in EDUCATION FOR THE DISADVANTAGED, A. Harry Passow, Miriam Goldberg, and Abraham J. Tannenbaum, editors, Holt, Rinehart, and Winston, New York, 1967, pp. 155-169
1964

R, T. Fishman and his collaborators have prepared a rather technical article discussing the reliability, validity, and interpretation of results of standardized aptitude and achievement tests given to minority and "culturally disadvantaged" children. This article is not just another sweeping condemnation of standardized tests; it contains numerous constructive criticisms and practical suggestions for getting as much mileage as possible out of the existing standardized tests. More precisely, Fishman et al. urge that these tests no longer be routinely and mechanically administered, but used with an informed appreciation of their benefits as well as their limitations, and interpreted with an understanding of what lies behind the scores. Specific suggestions are made to these ends. Short bibliography.

This article is also found in JOURNAL OF SOCIAL ISSUES, Vol. 20, 1964, pp. 129-145.

Fishman, Joshua, Cooper, Robert L., and Ma, Roxana Teachers College: P41 .F48
BILINGUALISM IN THE BARRIO, Indiana University, Bloomington, 699 pages
1971

Lb, R, T. Fishman and his team have produced a thick book in a small typeface covering a broad range of topics in sociolinguistics and psycholinguistics, and dealing almost exclusively with the Puerto Rican community in New York City (in which all the research was carried out). The book is actually a collection of separate articles written by various individuals. The overall purpose of these articles is to provide in-depth information concerning the measurement and description of societal bilingualism. Many examples are included--of specific measurement instruments (see the appendices), of actual bilingual conversations, and of tables of results obtained in the New York Puerto Rican community. The book has usefulness for teachers and researchers working with groups other than Spanish-speakers, especially in terms of methodological approaches to the study of bilingualism in particular and in the field of sociolinguistics in general. Short bibliographies are included in the "Theoretical Addendum." If you plan to read this book, begin by consulting the extensive "Errata" beginning on page 697.

*Fishman, Joshua A. Teachers College: PN1 .F54
SOCIOLINGUISTICS: A BRIEF INTRODUCTION, Newbury
1972 House, Rowley, Massachusetts, 126 pages

B, F, L, Lb, R. Although this compact little book says little about education per se, I am in no doubt that it belongs in this bibliography because cross-cultural contact (and even cross-subcultural contact) virtually always involves interaction between speakers of different language varieties. Anyone involved in cross-cultural study or living can profit, therefore, from an understanding of the findings of the sociolinguists, who systematically study language as a social phenomenon. Fishman is one of the--perhaps thee--leading sociolinguist, and this easily-readable and layperson-oriented INTRODUCTION does him as much credit as his longer theoretical works. I found Section VI particularly interesting, for it provides evidence undercutting the long-accepted Whorfian hypothesis (see Fishman, 1960, reviewed above) relating language to cognition. Also of special value was Section V, which relates the psychological construct "bilingualism" to the sociological construct "diglossia." An earlier section provides a good short introduction to the general concerns of the field of linguistics.

*Fuchs, Estelle Teachers College: LC5133 .N4F8
TEACHERS TALK, Hunter College of CCNY, New
1967 York, 222 pages

A, E, I. This "experimental" book was written for use with prospective teachers in order to provide insights into the kinds of situations and problems which they would have to face as new teachers in inner-city schools. In form, the book consists of notes written by fourteen new teachers describing their experiences, each followed by comments by Dr. Fuchs. (This reviewer dearly wishes that his inner-city baptism-of-fire in Baltimore had been preceded by these or similar readings!) The asterisk (*) awarded this little volume applies particularly to the second, third, and fourth chapters, in which the problems described by the novice teachers are explicated specifically in terms of cross-cultural conflict in classroom interaction. If you have time for only one chapter, read the third, "Machismo: Culture Conflict in the Classroom," which seems to go most directly to the heart of the matter. Later chapters deal with classroom problems other than those specifically provoked by cross-cultural misunderstandings. No bibliography, but footnotes point the way to additional readings.

**Gallimore, Ronald, Boggs, Joan W., and Jordan, Cathie See note at end of this annotation.
CULTURE, BEHAVIOR, AND EDUCATION, Sage Publications,
1974 Beverly Hills, California, 287 pages

A, B, E, I, R. This volume concerns itself directly with the question of cross-cultural interface in classroom interaction. It is relevant, thorough, and up-to-date. Subtitled, "A Study of Hawaiian-Americans," it describes research carried out over a period of five years in the community of "'Aina Pumehana" (pseudonym) on the island of Oahu. What the authors and their helpers have done is to document the Hawaiian family system and its socialization patterns, and to relate their findings to specific interface problems encountered in classrooms. Their data include ethnographic descriptions, participant-observer experiences, and a few controlled experiments. Gallimore is a psychologist, while Boggs and Jordan are anthropologists, and they

have successfully blended their sometimes-at-odds disciplines. Their results are thought-provoking for the academic, and suggestive for the front-line educator working with any subcultural group. In other words, this book is valuable theoretically, methodologically, and practically.

Sorry to report that I cannot find it in New York libraries. Write a check for $7.00 to "Sage Publications, Inc." Include the check with a note requesting the book by author, title, and identifying number 6022, in an envelope addressed to: Sage Publications, Inc., 275 South Beverly Drive, Beverly Hills, Calif. 90212.

Gardner, Robert C., and Lambert, Wallace E. Columbia Butler: PB36 .G3
ATTITUDES AND MOTIVATION IN SECOND-LANGUAGE LEARNING,
1972 Newbury House, Rowley, Massachusetts, 316 pages

L, Ib, R. This is a report on twelve years of research during which students with a bicultural background in Canada, Maine, Louisiana, Connecticut, and the Philippines were studied to determine how the cognitive and affective realms influence the capacity to learn a second language. One general finding was that students with an ethnocentric outlook tended to learn the second language poorly. The authors report useful insights which they gained into the problems of allegiance and identity faced by bilingual/bicultural individuals, and into the problems presented by stereotyping. Evidence is also reported to support the contention that thoroughgoing bilingualism helps produce overall intellectual strength. Chapter 8 summarizes all findings.

Goodenough, Ward H. Teachers College: 370.4 .G92
Education and Identity, found in ANTHROPOLOGY AND EDUCATION, Frederick C. Gruber, editor, University
1961 of Pennsylvania Press, Philadelphia, 1961, pp. 84-102

Z. Goodenough presents a short and thoughtful lecture dealing with the problems and processes of identity change, viewed in anthropological perspective and directed primarily at the phenomenon of change as evidenced in communities, tribes, and nations that are undergoing transformations of various kinds. Education is involved because one of the fundamental goals of education is the transformation of one's identity, whether that "one" is a pupil approaching graduation or a colonial territory approaching independence. Goodenough's message has primary interest for students of International Educational Development, but there are implications for multi-cultural classrooms as well.

Grindal, Bruce Teachers College: DT510.42 .G74
GROWING UP IN TWO WORLDS, Holt, Rinehart, and
1972 Winston, New York, 114 pages

Ba, R, Z. Subtitled "Education and Transition among the Sisala of Northern Ghana," Grindal's well-written anthropological study describes the differences between traditional and modern educational experiences and the behavioral implications of these differences. Classroom routine is briefly described, but the focus of the book is on the societal and interpersonal consequences of the overlapping of old and new values and practices. The annotated bibliography is quite short. This book is one of the few reviewed in this bibliography which includes those rare but valuable educative devices: photographs.

Gumperz, John J., and Hernández-Chavez, Eduardo
Bilingualism, Bidialectalism, and Classroom Interaction, found in FUNCTIONS OF LANGUAGE IN THE CLASSROOM, Courtney B. Cazden, Vera P. John, & Dell Hymes, editors, Teachers
1972 College Press, New York, 1972, pp. 84-108

Teachers College: P41 .C38

I, Ib. This is an article about sociolinguistics (and to a lesser extent, psycholinguistics) with special reference to classroom interaction, particularly interaction between teacher and student. Filled with examples, it is primarily concerned with the effects of code switching, "foregrounding," pedagogical style vis-a-vis minority students, the special sensitivity of bilinguals to the relationship between language and context, and the interaction among the three variables student dialect, teacher expectation, and student motivation. A major message of the article is that "... culture plays a role in communication that is somewhat similar to the role of syntactic knowledge in the decoding of referential meanings." Some implications for understanding language use in the culturally diverse classroom are set forth, and one successful classroom strategy is briefly related. Short bibliography.

*Hall, Edward T., and White, William Foote
Intercultural Communication: A Guide to Men of Action, found in COMMUNICATION AND CULTURE, Alfred G. Smith,
1960 editor, Holt, Rinehart & Winston, New York, 1966, pp. 567-576

Columbia Social Work: HM258 .S5

A, Z. Although this article was written primarily for businessmen, it is an excellent one to start with if you are fairly new to the field of cross-cultural communications. Hall and White use examples contrasting American with foreign cultural patterns in order to make their key points forcefully: "culture" is vastly more than artifacts and customs, and communication can break down even when individuals from different cultural backgrounds share a common language. This is a practical and revealing article that is worth digging up. Look for it also in HUMAN ORGANIZATION, Vol. 19, No. 1, Spring 1960.

*Hall, Edward T.
THE HIDDEN DIMENSION, Anchor Books (Doubleday), Garden
1966 City, New York, 217 pages (paperback)

Teachers College: BF469 .H3

F, N, R, Z. This work of anthropologist Hall is primarily about proxemics (the study of how humans use space), but it delves into other important areas of cross-cultural concern such as the difference between monochronic and polychronic time. THE HIDDEN DIMENSION is one of those standard works that everyone interested in cross-cultural communications should read sooner or later. It is regarded by this reviewer as both more interesting and more practical than Hall's earlier and better-known book, THE SILENT LANGUAGE (1959), in which Hall develops an elaborate theory that explicates all of culture as having communicative value. Both books are now available in paperback from Doubleday at about $2.00. Teachers College reference for Hall's 1959 work is 301.156 .H14.

Hall, Edward T.
Proxemics, found in CURRENT ANTHROPOLOGY,
1968 Vol. 9, No. 2-3, April-June 1968, pp. 83-108

Mid-Manhattan: Periodical section (5th floor)

B, N. Proxemics is the study of man's perception and use of space, and is related to the study of territoriality. This is one of the key articles about proxemics, and, though it is rather theoretical, it lays down a number of fundamental prin-

ciples useful to the understanding of cross-cultural problems in education. Following the lead of the famous linguists Sapir and Whorf, Hall argues that people from different cultures inhabit different sensory worlds, experiencing the objective world differently because they are programmed differently. The work of the ethologists on animal behavior is discussed, as are research methods and strategies. Those interested in proxemics should also have a look at Robert Sommer's PERSONAL SPACE, Prentice-Hall, 1969: Columbia Burgess & Barnard: BF469 .S64

Hanson, John W. Teachers College:
We Are All Going to Our Classes, found in 379 .H198
EDUCATION AND THE DEVELOPMENT OF NATIONS, John W.
Hanson & Cole S. Brembeck, editors, Holt, Rinehart
1962 & Winston, New York, 1966, pp. 14-27

Z. Written more in the style of a lengthy diary entry, this article relates some scenes and activities from schools in Nigeria, and thus provides a useful perspective for viewing our own educational experiences in North America. If you look up this article, take the time to read another short but very thought-provoking article by Barbara Ward beginning on page 82 of Hanson & Brembeck. Ward's original title was We May Be Rich but They Are Happy (1963).

Harrington, Charles C. Teachers College:
Pupils, Peers, and Politics, found in CROSS-CULTURAL GN488.5 .H33 (1973)
APPROACHES TO LEARNING, Charles C. Harrington, editor,
1972 MSS Information Corp., New York, 1973, pp. 75-131

B, R, S. This report of research takes a rather novel view of cross-cultural problems in education. Harrington discusses ways in which political socialization is accomplished in schools, showing that schools are decidedly undemocratic institutions which perform a useful function for the basically conservative state by training citizens to accept authoritarian regimes in case such regimes are required to maintain order. Differences in the contents of textbooks and lessons for different categories of children (including minority vis-a-vis mainstream) are also discussed, as are notions about the discrepancies between "manifest" and "latent" curriculum, etc. Those interested in this article will also find congenial the article by Robert and Eva Hunt, reviewed below.

Harrington's article apparently may also be found in LEARNING AND CULTURE, Solon T. Kimball & Jacquetta H. Burnett, editors, Univ. of Washington Press.

Harris, David P. Teachers College:
TESTING ENGLISH AS A SECOND LANGUAGE, McGraw-Hill, PE1128 .A2H35
1969 New York, 151 pages

Ba, L, T. Harris gives us a short, readable, and highly useful text on the ways of testing English language skills in non-English dominant or foreign students. The book is loaded with practical advice and illustrative examples, avoiding jargon. Discussed are tests of grammatical structure, auditory discrimination, vocabulary, reading comprehension, writing ability, oral production, etc., as well as reliability, validity, basic test statistics, and practical concerns such as preparing, administering, and interpreting a test. Bibliography is short but thoroughly annotated, directing the reader to works in language testing and general measurement.

Henry, Jules
1960 A Cross-Cultural Outline of Education, found in JULES HENRY ON EDUCATION, Random House, New York, 1966 and 1971, pp. 72-183

Teachers College: LB885 .H43 1972

B, R. Henry's Cross-Cultural Outline is primarily intended as a research tool for anthropologists and other field observers studying educational processes throughout the world, its aim being to increase the scope of observations. The outline breaks down and categorizes the conscious, formal aspects of education of children over six years old from the point of view of the adult educator. The outline itself is only twelve pages long, the bulk of the article being explanatory notes. It should prove useful to anyone preparing to make classroom observations for any reason, and may even provide classroom teachers with some fresh ideas on how to approach their professional tasks.

Hodgkin, Mary C.
1964 Cross-Cultural Education in an Anthropological Perspective, found in CULTURAL RELEVANCE AND EDUCATIONAL ISSUES, F.A.J. Ianni and Edward Storey, editors, Little, Brown and Co., Boston, 1973, pp. 418-437

Teachers College: LB45 .I26

A, I, X. Ms. Hodgkin, of the University of Western Australia, provides several excellent examples of cross-cultural problems occurring when students of Chinese, Indian, and Malaysian parentage from Malaya and Singapore come for a time to Australian schools. The reader is left clearly feeling that the linguistic differences may be the least crucial of all possible sources of cross-cultural misunderstanding. Hodgkin goes so far as to question the popular assumption that cross-cultural educational exchange leads inevitably to improved international relations.

Hudson, W.
1960 Pictorial Depth Perception in Sub-Cultural Groups in Africa, found in THE JOURNAL OF SOCIAL PSYCHOLOGY, Vol. 52 (second half), November 1960, pp. 183-208

Teachers College: Periodical section

R, V. Not only does perceptual habit play a role in the interpretation of psychological tests of all kinds, but visual presentation is such a common mode in all phases of life in Western culture--including educational activities and artifacts--that it is usually forgotten that knowledge of artistic conventions is necessary before a two-dimensional drawing, painting, or photograph can be perceived as representing three dimensions. Not everyone is able to use these conventions, as the author demonstrates; not only must they be learned, but once learned they actually may be forgotten! The role of intelligence in pictorial depth perception is discussed, as are questions such as the relative importance of auditory (over visual) cues in the African bush. The nature of the research is fully described. Short bibliography.

Hughes, Everett, and Hughes, Helen
1952 WHERE PEOPLES MEET, The Free Press, Glencoe, Illinois, 204 pages

Columbia Burgess: D323.1 .H874

Z. "Racial and Ethnic Frontiers" is the subtitle of this general overview of cross-cultural contact, which deals particularly with the economic sphere of human endeavor. The Hughes draw examples from many regions of the world, but favor Quebec. There is very little mention of education per se in this volume, which is best seen as a broad and general introduction to the problems of cross-cultural contact in international relations and in industrial race relations. My failure to assign the convention "A" to this work is deliberate, by the way.

Hunt, Robert, and Hunt, Eva
Education as an Interface Institution in Rural Mexico and the American Inner City, found in FROM CHILD TO ADULT, John Middleton, editor, Natural History Press, Garden City, New York, 1970, pp. 314-325
1967

Mid-Manhattan: 370.193-M

S. The Hunts begin by describing the sociocultural differences between the Mestizos (superordinate) and the Indians (subordinate) of rural Mexico, and then focus their attention upon the schools which the dominant culture has provided, supposedly to acculturate the Indians. But in the local towns where the schools are located, the Mestizos despise the Indians (and vice versa) and want to keep them oppressed. The school is a major interface institution between the two subcultures, and the teacher is a key "broker" linking them. Often the teacher comes from a lower stratum of Mestizo culture or is one of those rare Indians trying to be accepted as Mestizo--in either case, he or she seems able to advance his own career and/or solve his own identity problems only by consciously or unconsciously disparaging and rejecting the Indian students. Under such circumstances, it is natural that neither Indian children nor their parents have any use for schooling. Education thus accomplishes the opposite of its stated objectives. Now that the Hunts have us feeling properly critical of this Mexican situation, they turn their attention to the facts of life in American inner-city schools, where middle-class (largely white) teachers instruct lower-class (largely immigrant and black) students. The parallels which they find with the Mexican situation are numerous, striking, and thought-provoking. Those interested in this article will also find congenial the article by Charles Harrington, reviewed above, and Mead (1943), reviewed below.

Hunter, William A., editor
MULTICULTURAL EDUCATION THROUGH COMPETENCY-BASED TEACHER EDUCATION, American Association of Colleges for Teacher Education, Washington, D.C., 276 pages
1974

See note at end of annotation

B, E. This publication is the final result of a writing conference sponsored by the AACTE, the purpose of which was ultimately to show how multicultural education is best served by teacher education on the "competency-based" model. But the several articles (divided into sections representing the Black, Spanish-speaking, and Native American points of view) are not simply devoted to defending that position; much else of interest may be found, particularly regarding cross-cultural conflict between teachers and students. Each article has its own bibliography, some of which are extensive. Of major interest: Included in an appendix are the names and full addresses (as of 1974) of dozens of individuals associated with cross-cultural education and associated concerns.

This volume is not (yet?) available in any of the usual libraries, and I am at a loss as to how to tell you to get a copy without purchasing it. I have seen several copies in offices and private libraries around Teachers College, and I suggest you ask in appropriate places. (I borrowed the copy I read from the Math office!) No doubt a copy could be ordered from the AACTE in Washington, D.C.

*Itzkoff, Seymour W.
CULTURAL PLURALISM AND AMERICAN EDUCATION, International Textbook Co., Scranton, Penna., 202 pages
1969

Teachers College: LA205 .I8

F. This little volume provides the philosophical underpinnings for just about every other statement listed in this bibliography, and it ought to be read sooner or later by all interested in cross-cultural problems in education. Itzkoff, a grad-

uate of Teachers College, provides us with a ringing philosophical and practical defense of cultural pluralism. He examines the historical rise and fall of pluralism as an ideal as well as a reality, and looks at the implications of both cultural imperialism and cultural pluralism in American education of the recent past and near future. The ideas of Dewey, Kallan, Berkson, and especially Ernst Cassirer are explicated; the deep and important differences separating discursive (e.g., logical and scientific) and non-discursive (e.g., emotional and esthetic) thought are related to the issue of cultural pluralism; the question of integration of various minorities into the American mainstream is viewed from an unusually well-informed point of view; and a valuable distinction is drawn between caste (power-oriented) divisions and cultural diversity.

Jaramillo, Mari-Luci
CULTURAL DIFFERENCES REVEALED THROUGH LANGUAGE,
1972 entire issue of NCRIEEO Tipsheet #8, May 1972, 6 pages.

See note at end of this annotation.

A, Lb. This short document describes in some detail idiomatic differences between Spanish and English which reveal more basic differences in cultural norms and common assumptions. Although written in an off-putting Dick-and-Jane style, this "Tipsheet" does raise interesting and useful points about cultural differences, including one surprising nonverbal difference. Short bibliography. NCRIEEO is the acronym for "National Center for Research and Information on Equal Educational Opportunity."

To obtain a copy of Tipsheet #8, contact the Clearinghouse on Urban Education (reviewed above), Box 40, Teachers College, West 120th St., New York 10027. The NCRIEEO Tipsheets are no longer published.

John, Vera P.
Styles of Learning--Styles of Teaching, found in FUNCTIONS OF LANGUAGE IN THE CLASSROOM, Courtney B. Cazden, Vera P. John, and Dell Hymes, editors, Teachers
1972 College Press, New York, 1972, pp. 331-343

Teachers College: P41 .C38

Lb. Dr. John reflects on the efforts of B.I.A. teachers to instruct Navajo children in the use of English, describing most teachers as being long on missionary zeal and short on sensitivity to the learning styles of their charges. She emphatically denies that the children are intellectually deficient and provides the facts to back up her contentions. She argues that Indian children are encouraged to approach the world visually and kinesthetically, in contrast to middle-class mainstream emphasis on verbal skills. She favors a bilingual approach over a TESOL approach, and views with approval the moving of B.I.A. classrooms to traditional shelters.

JOURNAL OF SOCIAL ISSUES
Vol. 19, No. 3, July 1963; Issue Title: "Human
1963 Factors in Cross-Cultural Adjustment"

Teachers College: Microfilm #2943

R, I. As the issue title suggests, this number is devoted entirely to cross-cultural problems. Abstracts of those articles listed below (partial list) begin on p. 133.

(1) Lundstedt, Sven, An Introduction to Some Evolving Problems in Cross-Cultural Research, pp. 1-9

(2) Gullahorn, John and Jeanne, An Extension of the U-Curve Hypothesis, pp. 33-47. NOTE: The U-Curve hypothesis concerns adjustment to foreign cultures and subsequent readjustment to the home culture. See also Lundstedt's article.

(3) Veroff, Joseph, African Students in the United States, pp. 48-60.

(4) Kelman, Herbert C., The Reactions of Participants in a Foreign Specialists' Seminar to Their American Experience, pp. 61-114. NOTE: This is a shorter version of a full-length book, reviewed below in this bibliography.

JOURNAL OF TEACHER EDUCATION — Teachers College: Periodical section
Vol. 24, No. 4, Winter 1973; A major portion of this issue is: "Symposium on Multicultural Education"
1973 pp. 262-307, 322-325

Ba, E. The symposium reported upon in this issue apparently was developed in response to the AACTE "Statement on Multicultural Education" (adopted in November 1972) and entitled No One Model American. This statement can be read in full on pages 264-265 of this issue. The issue also contains one editorial and ten articles relating to multicultural education, including the following (partial list):

(1) Bernier, N.R., and Davis, R.H., Synergy: A Model for Implementing Multicultural Education, pp. 266-271

(2) Leyba, Charles F., Cultural Identity: Problems and Dilemmas, pp. 272-276

(3) Lopez, Thomas R., Cultural Pluralism: Political Hoax? Educational Need?, pp. 277-282

(4) Dolce, Carl J., Multicultural Education--Some Issues, pp. 282-284

(5) Baker, Gwendolyn C., Multicultural Training for Student Teachers, pp. 306-307

Beginning on page 322 is an article by Moira B. Mathieson entitled Don't Forget the Irish!, which actually is an annotated bibliography of recent works bearing on multiculturalism (not multicultural education). There are only nineteen entries, but the annotations are quite thorough.

For abstracts of these and the other articles in this number, you are referred to the CURRENT INDEX TO JOURNALS IN EDUCATION (reviewed above).

Kelman, Herbert C., and Ezekiel, Ralph S. — Columbia Butler: LB2283 .K44
CROSS-NATIONAL ENCOUNTERS, Jossey-Bass, Inc.,
1970 San Francisco, 345 pages

I. This large book presents the results of an intensive evaluation study of a multinational seminar for broadcasting specialists from sixteen countries who spent four months studying, exchanging ideas, and travelling in the United States. The seminar took place at Brandeis University during 1962, under State Department sponsorship. This book will have specialized appeal to those involved in arranging short-term cross-cultural exchange programs. The authors' findings--including a summary list of ingredients for a satisfying exchange program--are conveniently set forth in Chapter 15. Also, the entire topic is dealt with in much shorter form in an article by Kelman in JOURNAL OF SOCIAL ISSUES, reviewed above in this bibliography.

*Kimball, Solon T. — Teachers College: LB45 .K5 1974
CULTURE AND THE EDUCATIVE PROCESS, Teachers College
1974 Press, New York, 285 pages

F, Z. The star (*) this reviewer awards to this book is in fact awarded primarily to one chapter, the fourteenth: "Community Study and Applied Anthropology in International Education." Also of much interest, particularly to students of International Educational Development, will be the seventeenth chapter: "Education and Developmental Change." Another chapter bearing more specifically on the emphasis of this bibliography is the twelfth: "The Transmission of Culture." The first two chapters are also valuable in this regard. In other chapters Kimball develops themes such as the inherent potential in bringing anthropological knowledge to bear on educational problems, and the dangers growing out of the lack of congruence between our educational system and our rapidly changing sociocultural patterns.

King, Edmund J. Teachers College:
OTHER SCHOOLS AND OURS, 3rd Edition, Holt, Rinehart, LA132 .K55
1967 and Winston, New York, 360 pages

B, Z. Although this bibliography is not specifically concerned with the field of Comparative Education, this one book from that field is being included as one of the best descriptive works on educational systems in other nations. Besides the U.S.A., King includes chapters covering Denmark, France, Great Britain, the Soviet Union, India, and Japan. A selected bibliography will direct the interested reader to the standard texts, journals, yearbooks, and other works in Comparative Education.

Knapp, Mark L. Columbia Psychology:
NONVERBAL COMMUNICATION AND HUMAN INTERACTION, BF637 .C45 K57
1972 Holt, Rinehart, and Winston, New York, 213 pages

B, N. Since this bibliographer believes that cross-cultural problems in education occur largely because of misunderstandings in the nonverbal realm, he suggests this short, good, basic text about nonverbal communication. Classroom interaction is mentioned several times. A long bibliography follows each chapter.

Another book serving the same purpose as Knapp's, but looking less like a textbook, is: Flora Davis, INSIDE INTUITION, McGraw-Hill, New York, 1971, 245 pages; look for it at Mid-Manhattan or at Donnell (20 West 53rd) under 153-D.

*Kneller, George F. Teachers College:
The Impact of Culture, found in FOUNDATIONS OF LB7 .K7 1971
EDUCATION, George F. Kneller, editor, John Wiley
1971 and Sons, New York, 1971, pp. 49-73.

A, F. This straightforward, readable article provides a good overview and introduction to the relationships between culture and education, and to the problems encountered in schools where different cultures come into contact. Beginning by defining terms, Kneller discusses the conflicts between ideal and manifest values as well as between dominant and minority values, the discontinuities between child and adult norms in American culture, and the problems created by "cultural lag" in a rapidly changing society. Perhaps a few oversimplifications creep in (e.g., programs for the disadvantaged should "...raise the...child to middle-class standards of achievement"), but they fail to mar the value of this article as an introductory reading.

Kobrick, Jeffrey W. Teachers College:
The Compelling Case for Bilingual Education, found LC3731 .P52
in TEACHING THE BILINGUAL, Frank Pialorsi, editor,
1972 University of Arizona Press, Tucson, 1974, pp. 169-178

F, I, Ib. The title of this article expresses concisely both its purpose and its effect, for Kobrick gives the demographic facts, the budgetary figures, and the real-life classroom examples necessary to support his call for rapidly expanding bilingual education programs in the U.S. What is needed most of all, he says, is a change from viewing non-English dominant children as disadvantaged to viewing them as advantaged. Until recently, over one billion dollars annually was spent on foreign language instruction, while not one cent was going to maintain the native language competence already existing in American children. This article also analyzes the purpose and deficiencies of Title VII legislation and summarizes the pace-setting Massachusetts Bilingual Education Act. Kobrick's article is highly recommended to those interested in but unknowledgeable about bilingual education and its enabling legislation.

Kochman, Thomas — Teachers College: P41 .C38

Black American Speech Events and a Language Program for the Classroom, found in FUNCTIONS OF LANGUAGE IN THE CLASSROOM, Courtney B. Cazden, Vera P. John, and Dell Hymes, editors, Teachers College Press, New York, 1972, pp. 211-265

1972

B, L. Kochman presents a wide-ranging article showing how language functions for Black children in their own cultural environment, discussing a variety of differences in Black and White-mainstream communicational patterns, and setting forth some goals and implications for developing a language program in Black-dominant schools. In the process of discussing these language-related questions, Kochman sheds light upon many of the out-of-awareness sub-cultural differences that contribute to misunderstandings and counter-productive results in White-teacher/Black-student classrooms. Kochman's treatment of his subject ranges from concrete (using transcribed examples) to theoretical (using sociolinguistic terminology).

**Kochman, Thomas — Columbia Butler: P1 .A1 L52

Orality and Literacy as Factors of "Black" and "White" Communicative Behavior, found in LINGUISTICS, Vol. 136, 1974, pp. 91-115

1974

F, L, N, R, S. This outstanding article is not only highly fascinating, but also should prove highly revealing and useful to all who interact with members of cultures different from their own. Proceeding in a carefully-reasoned step-by-step manner, Kochman develops and defends the hypothesis that representatives of predominantly literate (sub)cultures and representatives of predominantly oral (sub)cultures frequently employ behavior when communicating with one another that generates inappropriate expectations about the probable outcome of the communication. Note that Kochman is not primarily concerned with strictly linguistic behavior, but with all the other modes (or channels) of interpersonal communication that might be lumped under the term "communicative style." Members of the literate group interpret the communicative style of the members of the oral group in terms of what such a style would lead to were it employed by other literates, and so misinterpret the whole communicative situation. And vice versa. Oral culture communication modes tend to be earnest, personal, adversarial; literate culture communication modes tend to be dispassionate, non-direct, impersonal. Literate people see reason and emotion as incompatible; oral people see reason and emotion as inseparable. Literate types resign themselves to gaining less than they would ideally like to have (i.e., to compromise) prior to entering into negotiations; oral people resign themselves to having gained less than they would have liked after the negotiations are over. And so forth.... I am curbing my temptation to go into more detail about the ideas contained in this article, which I found exciting. If my description seems theoretical, be assured that Kochman provides many examples to make his hypothesis quite clear. He relates his ideas not only to real-life confrontations between members of the two (sub)cultures (using classroom examples in some cases), but also (for all you deep thinkers) to McLuhan, to epistemology, to science vs. humanism, to psychosomatic medicine, and to the origin of wars among mankind.

I believe Kochman's article also appears in INTERNATIONAL JOURNAL OF THE SOCIOLOGY OF LANGUAGE, Vol. 3, 1974.

Lambert, Richard D., and Bressler, Marvin
INDIAN STUDENTS ON AN AMERICAN CAMPUS, University of Minnesota Press, Minneapolis, 122 pages
1956
Teachers College: 378.3 L17

I, R. This is one of the studies of foreign university students in America sponsored by the Committee on Cross-Cultural Education of the Social Science Research Council. The subjects of this study included sixteen Indians, two Pakistani, and one Singhalese enrolled at the University of Pennsylvania in 1952-53. The authors relied heavily on the concept of "role," explaining that the Asian students saw themselves as acting in three basic roles: student, tourist, and unofficial ambassador. They discuss the benefits and limitations of this approach, pointing out that some data gathered (including extensive psychiatric interviewing of one Indian student) could not be integrated within this framework. Their major thesis is "...that the major determinants of the experience of Indian students in the United States lie in India, not here...." The last chapter discusses some implications for research. In the appendix is a verbatim account of a long and quite revealing interview with an Indian student.

Landes, Ruth
CULTURE IN AMERICAN EDUCATION, John Wiley & Sons, New York, 330 pages
1965
Teachers College: 370.4 L23

B, E. Dr. Landes gives us a substantial volume describing an experimental teacher-training program in California--the "Claremont Project"--which paired anthropology and education in order to help classroom teachers and other personnel (including social workers) deal more empathetically with "problem children" of diverse ethnic and cultural backgrounds, and with their own frustrations on the job. The project offered educators "...no simple rule of thumb for teaching their multicultural classes. Instead, it showed them how to recast their views of classroom problems in terms of the diverse cultural traits and dynamics manifested by individual pupils and teachers." In the early chapters, Dr. Landes offers some perspectives on culture and education that are valuable to the reader who may not be specifically interested in teacher-training strategies. Three appendices discuss the Mexican-American family, the differences between the United Kingdom and the United States in white-black relations, and American Indians in transition.

Leacock, Eleanor
The Concept of Culture and its Significance for School Counselors, found in CULTURAL RELEVANCE AND EDUCATIONAL ISSUES, F.A.J. Ianni & Edward Storey, editors, Little, Brown & Co., Boston, 1973, pp. 189-200
1968
Teachers College: LB45 .I26

F. Although addressed to counselors, Leacock's article is a good introduction to a broader and more valid concept of "culture." She performs the additional service of demonstrating how terms such as "the culture of poverty" can be used by lazy educators as stereotypes under which to bury disagreeable students. The cultural dimension, she argues, has use only insofar as it is useful in understanding the individual as an individual.

*Lee, Dorothy
Codifications of Reality: Lineal and Nonlineal, found in CONFORMITY AND CONFLICT, Second Edition, James P. Spradley & David W. McCurdy, editors, Little, Brown and Co., Boston, 1974, pp. 112-127
1950
Teachers College: GN325 .S67

F, L. Dorothy Lee's article is one of the most fascinating and memorable of any this reviewer has ever read. Though it deals ostensibly with the differences between the English language and that of the Trobriand Islanders (the group studied by Malinowski), its implications go far beyond mere differences in the structure and lexicon of the two languages, touching upon the fundamental problems hampering cross-cultural communications, and illustrating that well-known Sapir quote regarding each culture's "...elaborate and secret code that is written nowhere, known by none, and understood by all." Lee's points are forcefully made because English and Trobriand are so utterly different.

Look for this article also in Lee's FREEDOM AND CULTURE (1959), and in PSYCHOSOMATIC MEDICINE, Vol. 12, May 1950.

Le Page, Robert B.
Problems to be Faced in the Use of English as the Medium of Education in Four West Indian Territories, found in LANGUAGE PROBLEMS IN DEVELOPING NATIONS, Joshua A. Fishman, Charles A. Ferguson, & Jyotirindra Das Gupta, editors, John Wiley & Sons, New York, 1968, pp. 431-442
1968
Teachers College: P41 .F5

E, L, Z. This article is concerned with the language problems faced by the educational systems of Jamaica, British Honduras, Guyana, and Trinidad & Tobago, where the vernacular is a creolized form of English, and where the educational systems lay great stress upon the learning of what we would call "Standard English"--and not unreasonably, since Standard English usage is necessary in most cases for socio-economic advancement. The problems of the students, the teachers, and the teacher-educators are discussed; the deficiencies of the present system are set forth; recommendations--particularly at the teacher-training level--for improvements are made. The rest of the edited volume, LANGUAGE PROBLEMS IN DEVELOPING NATIONS, is likely to be of interest to students of International Educational Development, for many articles deal with the functions of language in national development (e.g., problems in choosing an official national language, etc.).

Lester, Mark
Bilingual Education in the United States, the Pacific, and Southeast Asia, found in TOPICS IN CULTURE LEARNING, VOLUME 2, Richard W. Brislin, editor, East-West Culture Learning Institute, Honolulu, 1974, pp. 137-146
1974
See note at end of annotation below for Trifonovitch

Ib, Z. Lester surveys the two principal meanings of "bilingual education," discusses William F. Mackey's ten-point typology of bilingual education (Mackey, 1970), and then outlines the needs for bilingual education, and the typical responses (in terms of Mackey's typology), in each of the three regions named in the title. In all three areas, bilingual education has been seen as an agent of social change. But the nature of the changes intended differ, and the nature of the bilingual programs differ as well. Lester's discussion of bilingual education in the U.S. is unfortunately short; he seems most thoroughly informed about the Pacific area.

Light, Richard L.
ISSUES IN TEACHER PREPARATION FOR CROSS-CULTURAL EDUCATION, Paper presented at the International Conference on Bilingual-Bicultural Education, New
1974 York City, 12 pages

ERIC document no. ED 093 181

Lb. This short paper makes good reading for those who may be rather new to the idea of bilingual-bicultural education, for it throws light upon the need for bilingual education, the advantages of bilingual education, and the requirements for educating aspiring bilingual teachers. Light reports on a plan which seems to be having some success at SUNY/Albany and discusses the optimum mix of theory and practice in teacher-education coursework. See also Baty and Best, reviewed above.

Lindquist, Harry M.
A World Bibliography of Anthropology and Education, with Annotations, found in ANTHROPOLOGICAL PERSPECTIVES ON EDUCATION, Murray L. Wax, Stanley Diamond, & Fred O. Gearing, editors, Basic Books, New York, 1971,
1971 pp. 307-384

Teachers College: LB45 .W33
Columbia Butler: LB45 .W33

Ba, Z. Instead of being the usual article with a bibliography attached, this is a bibliography (sixty-six pages worth) with an article attached. The article reviews the major themes running through the literature of anthropology and education: elitism, problems of minority education, the nature of educational planning, national vs. local loyalties, the rural-urban split, and unemployment. The bibliography itself, in which about 70% of the entries are annotated (most of these with one or two short sentences), has a "General" section and thereafter is divided by regions: Africa, Asia, Europe, North America, Pacific Area. Lindquist apologizes for skipping Latin America, saying that as it was he spent eighteen months compiling the bibliography. Only recent works are cited. Few items in this bibliography (i.e., Lindquist's) relate to cross-cultural problems in classroom interaction, and it will be of particular use to students of International Educational Development, Comparative Education, and Anthropology of Education.

NOTE: Several articles in the edited volume, ANTHROPOLOGICAL PERSPECTIVES ON EDUCATION, have substantial bibliographies; see, for example, the articles by Mead, and Cazden-and-John.

*Lohman, Joseph D.
CULTURAL PATTERNS IN URBAN SCHOOLS, University of
1967 California Press, Berkeley, 210 pages

Teachers College: 371.965 .L83
Columbia Barnard: LC5131 .L58

Ba, E, S. This unusual "Manual for Teachers, Counselors, and Administrators" was written "under the direction of" Lohman, who is not an educator, nor an anthropologist, but Dean of the School of Criminology at Berkeley. Hardly fitting the tough-cop stereotype, Lohman exhibits great sensitivity to the cultural patterns and values of minority groups throughout this book; his primary message is that the school must perform its task of teaching those mainstream cultural forms necessary for survival in the larger society in such a way that the minority cultures' forms and values are not disparaged. This volume has an interesting pattern of organization: three stories illustrating a classroom problem are each followed by questions for discussion and by comments from Lohman, and these are all followed by excerpts from relevant social science literature. The pattern is then repeated--five times in all in order to cover the topic areas of cultural differences, self-image, school process, authority, and the relation of school to life experience. The volume lends itself to group training or discussion as well as to individual use. The excerpts from the social science literature form a valuable annotated bibliography.

Mackey, William Francis
BILINGUAL EDUCATION IN A BINATIONAL SCHOOL, Newbury House, Rowley, Massachusetts, 185 pages
1972

Teachers College: LF3195 .B4M3

I, Ir. This intensely practical book ostensibly is about one bilingual/binational/bicultural school in Berlin, but Mackey takes off from this base to discuss a wide range of issues and problems related to bilingual education. His fundamental message is: Each bilingual school is unique and must search for unique solutions to its problems. If given a thorough reading, this book will prove useful to anyone about to become directly involved with bilingual education; a more rapid reading will well serve those who are looking for a good overview of the problems and the prospects for bilingual education. Not too much is said about the problems which arise in a multicultural environment, but see the section entitled "Intellectual and Emotional Effects," beginning on page 82. On the other hand, Mackey seems to have a compulsion to develop typologies; in Appendix D the interested reader will find a typology of bilingual schooling that is simply staggering in breadth.

Macmillan Publishing Company, Inc.
GUIDELINES FOR CREATING POSITIVE SEXUAL AND RACIAL IMAGES IN EDUCATIONAL MATERIALS, prepared by Nancy Roberts et al., Macmillan, New York, 96 pages
1975

See note at end of this annotation.

A. Prepared primarily for in-house use at Macmillan's School Division, this totally practical little guidebook devotes nearly every page to detailed concrete suggestions about how to avoid sins of omission as well as commission in portraying minority groups in writing and illustrating educational materials. Primary attention is given to women, Blacks, Native Americans, Hispanics, Asians, and Jews. There are also subject-area guidelines, including suggestions even for mathematics and music! The book proceeds in large measure by pointing out the hundreds of stereotypes to which we've all grown accustomed, and by suggesting alternative characterizations. Here is one very small example from the Art Guidelines for American Indians:

	STEREOTYPED IMAGES	SUGGESTED SUBSTITUTES
ENVIRONMENT:	Living in tepees surrounded by totem poles and pinto horses, with buffalo thundering by	Tribes lived in dwellings that varied considerably. Many did not have totem poles, did not live anywhere near buffalo, and did not own horses. Be accurate.

Order from: Macmillan Publishing Co., School Division, 866 Third Ave., New York, N.Y. 10022

McCain, James A., and Weber, Arthur D.
The Faculty Expatriate, found in UNIVERSITIES...AND DEVELOPMENT ASSISTANCE ABROAD, Richard A. Humphrey, editor, American Council on Education, Washington, D.C., 1967, pp. 78-109
1967

Columbia Butler: LB2283 .H88

X. Here we have an article covering a rather unusual topic--the problems of American professors who go abroad to a foreign campus or development project for a year or more. The more subtle problems of cross-cultural contact are not the primary focus of this paper. Covered are the reasons why professors may be enthusiastic --or reluctant--about a potential overseas assignment, the general inadequacy of orientation programs for selectees, and the almost total lack of any kind of feedback (debriefing) for the returnee so that his home university and future expatriate professors can benefit from his experiences. Footnotes will direct the interested reader to additional readings in this area.

*Mead, Margaret
Our Educational Emphases in Primitive Perspective, found in EDUCATION AND CULTURE, George D. Spindler, editor, Holt, Rinehart & Winston, New York, 1963, pp. 309-320
1943
Teachers College: 370.4 Sp42

F. Margaret Mead's incredibly sweeping world view produces a statement of great interest to students of International Educational Development, of bilingual/bicultural education, of TESOL, of education for the "disadvantaged," or of any other kind of education in a cross-cultural context--and don't pass this one up just because it was written way back in 1943, for I suspect that its message is timeless. Mead shows that the breakdown of self-contained and self-respecting cultural homogeneity (as found in small primitive societies) has changed the emphasis in education from the desirability of learning to the desirability of teaching, with teaching being viewed essentially as a process of indoctrinating the learner with beliefs and facts which he or she didn't necessarily want to learn. In short, education has become a device for maintaining power over others. But Mead also finds modern education potentially serving another, positive goal as well.... Some similar ideas are expressed by Harrington, reviewed above.
This excellent article may also be found in AMERICAN JOURNAL OF SOCIOLOGY, Vol. 48, No. 6, May 1943, pp. 633-639.

*Mead, Margaret
Education and the Problem of Transfer in Developing Societies, found in PROBLEMS AND PROSPECTS IN INTERNATIONAL EDUCATION, David G. Scanlon and James J. Shields, editors, Teachers College Press, New York, 1968, pp. 130-143
1946
Teachers College: 321.041 Sca63

F, L, Z. Dr. Mead wrote this excellent article primarily for those planning educational systems for non-European and/or preliterate societies, but much food for thought will be found herein for all those interested in international, cross-cultural, and bilingual/bicultural education. The article is particularly useful in cataloguing in an orderly way matters such as alternative goals of education, educational requirements for world mobility and participation on the part of non-Western peoples, hurdles to be cleared before universal education can be offered in an underdeveloped country (cross-cultural hurdles, not the more obvious ones in the realms of politics and economics), and so forth. Many examples drawn from Mead's experiences around the world make the article most interesting and convincing. Also provided are some suggestions about how to proceed. It is worth noting that thirty years ago Dr. Mead counseled strongly that "...a basic condition of successful literacy...is that it should be attained in the mother tongue." This is a lesson not yet learned by many modern American educators who are cool to the bilingual education movement. Mead devotes several pages to the problems of literacy training in the developing countries.

*Mead, Margaret, editor
CULTURAL PATTERNS AND TECHNICAL CHANGE, A Mentor Book of the New American Library, Bergenfield, New Jersey, 352 pages (paperback), $1.25
1955
Teachers College: 338.91 W89
Columbia Burgess: D338 W89

F, Z. Originally prepared as a manual by the World Federation of Mental Health in the early 1950s, this volume is full of valuable insights regarding the impact of ideas and emissaries from the developed world on the undeveloped (or underdeveloped) world. The major divisions of the book are "Studies

of Whole Cultures" (Burma, Greece, the Tiv of Nigeria, Palau, and Spanish-Americans), "Cross-Cultural Studies of Aspects of Technical Change" (agriculture, nutrition, child care, public health, industrialization, and education), and two sections regarding the mental health implications of technical change. An extensive bibliography is unfortunately now out-of-date. The section entitled "Cross-Cultural Studies of Aspects of Technical Change" (pp. 177-262) is especially recommended.

Miner, Horace — Teachers College: DT14 .I78

The Relativity of Ritual, found in CULTURAL ADAPTATION WITHIN MODERN AFRICA, S.H. Irvine & J.T. Sanders, editors,
1956 Teachers College Press, New York, 1972, pp. 27-31

F. Originally published under its better-known title, "Body Ritual Among the Nacirema," this short and amusing article describes some of the incredible and occasionally cruel rituals associated with the care of the body as still practiced even today by a North American tribe. This article is not specifically about cross-cultural communications but nonetheless ought to be read by all as a way of gaining perspective on the strange customs of all cultures...including our own.

Miner's article may also be found in AMERICAN ANTHROPOLOGIST, Vol. 58, 1956, pp. 503-507.

Mishler, Anita L. — Columbia Burgess: D3L1 .K29

Personal Contact in International Exchanges, found in INTERNATIONAL BEHAVIOR, Herbert C. Kelman, editor,
1965 Holt, Rinehart & Winston, New York, 1965, pp. 550-561

I. Drawing substantially on the studies made in the 1950s at the University of Minnesota (most of which are reviewed in this bibliography), Ms. Mishler examines some of the important variables affecting the degree of personal contact with Americans and the reaction to the sojourn in America on the part of exchange students. Her study is different and valuable in that it concentrates attention on certain factors antecedent to the trip abroad: the relative positions (in the international power/prestige hierarchy) of the host nation and the sojourner's own nation, the sojourner's relationship to his own nation, and the goals of the sojourn. Mention is also made of the cultural differences separating host and home nation. Short bibliography.

Montagu, Ashley — Teachers College: LC3731 .P52

Just What is "Equal Opportunity"?, found in TEACHING THE BILINGUAL, Frank Pialorsi, editor,
1970 University of Arizona Press, Tucson, 1974, pp. 17-24

F, S. This intelligent article goes right to the root of why the children of certain minority groups do poorly in school--in spite of all that "equal opportunity" legislation. Montagu rejects the too-easy explanation of genetic or racial deficiencies and instead lays the blame at the door of environment, especially home environment. The minority child "...is not in a position to learn as relevant to himself much to which he is being exposed." Minorities continue, because of their "poverty of culture," to be "...deprived of the greatest of all opportunities: the opportunity to learn to respond with advantage to available opportunities." Montagu puts all of this in historical perspective; also, he sets forth five basic opportunities (neither legal nor legislatable) that are required for children to achieve in school.

This article is also found in VISTA, Vol. 6, Nov-Dec 1970.

Morris, Richard T.
THE TWO-WAY MIRROR, University of Minnesota Press, Minneapolis, 215 pages
1960

Columbia Law: JX1963.C .M83

I, R. This is probably the broadest of all the studies sponsored by the Committee on Cross-Cultural Education of the Social Science Research Council. It draws information from over 300 foreign students from 65 countries who were studying at U.C.L.A. The practical implications of Morris's findings seem pitched to the needs of foreign student advisors. The subtitle is "National Status in Foreign Students' Adjustment." Appendices include dozens of tables detailing the findings of questionnaires and interviews administered to the foreign students.

Mortensen, Eric, compiler
BIBLIOGRAPHY ON BILINGUAL EDUCATION, Two volumes, Bilingual Resource Center, New York (110 Livingston Street, Brooklyn 11201), unpaginated, 750 items
1974

Teachers College: Ref. fLC3719 .M6 Second floor reference desk.

Ba, Ib. Mortensen obtained the services of the Lockheed Information Retrieval Service and used the resulting computer printout to compile this massive annotated bibliography. Covered is every conceivable document in the educational journals (i.e., with "identifiers" of type EJ nnn nnn) and in the ERIC system (i.e., with "identifiers" of type ED nnn nnn) relating even remotely to bilingual education. Both volumes are in loose-leaf binders. The annotated bibliography itself is in Volume One; the EJ items are in a short section preceeding the ED items, and the identifiers are in descending numerical order. Volume Two is an index of identifiers arranged by alphabetically-sequenced "descriptors" (from "Ability Grouping" to "Zunis"). Attack this monster by beginning with Volume Two: isolate your topic(s) of interest by means of the descriptors, then find the appropriate annotations in Volume One.

*Musgrove, Frank
Education and the Culture Concept, found in CULTURAL RELEVANCE AND EDUCATIONAL ISSUES, F.A.J. Ianni and Edward Storey, editors, Little, Brown & Co., Boston, 1973, pp. 12-28
1953

Teachers College: LB45 .I26

E, I, L, Z. Musgrove was a teacher in pre-independence Uganda, and this article reveals some striking disparities between his (British) cultural background and that of his students. The cognitive divergencies are particularly well-documented--for example, the differences in the way teacher and students viewed concepts such as "liberty" and "gravity" and "poverty." Musgrove found in the end that he had to alter the entire pedagogical approach in order to deal with these differences. This is a perceptive article. A similar article by Case is reviewed above.

Park, Robert E.
The Problem of Cultural Differences, found in RACE AND CULTURE, Robert E. Park, editor, The Free Press, Glencoe, Illinois, 1950, pp. 3-14
1931

Columbia Burgess: D302 .P219

A, F. This short paper, originally prepared for the Institute of Pacific Relations in Hangchow, China, may be a bit dated but remains a good introduction to the broad concept of culture and the nature of cultural differences. Park expertly analyzes the process of cultural diffusion; draws a fundamental dividing line between Oriental (sacred and immobile) and Occidental (secular and mobile) cultures while seeing the Jews as bridging the gap (by proving that "...it is possible to maintain a vigorous family life...with an extraordinary degree of mobility..."); and ends by notin

that romantic love as the basis for marriage is perhaps the West's most decisive and characteristic expression.

The larger volume, RACE AND CULTURE, is a collection of Park's writings from 1913 to 1944. This reviewer would also note the article entitled Culture Conflict and the Marginal Man, pages 372-376, which was written as the introduction to THE MARGINAL MAN, by E.V. Stonequist, 1937, reviewed below. Apparently, Park was the originator of the term "marginal man," described as "...one whom fate has condemned to live in two societies and in two, not merely different but antagonistic, cultures." All of Park's works collected in RACE AND CULTURE revolve around similar themes. Although this reviewer has seen Park's works described (by Hughes and Hughes, 1952, p. 9n, reviewed above) as "a fountain of ideas," he must confess after reading a few of Park's collected writings that he finds Park addicted to rambling and lacking in the dogged determination to pursue ideas in depth, on the whole. In a word, superficial. The article reviewed in the previous paragraph is somewhat of an exception. Of course, readers are free to disagree with my opinions.

*p'Bitek, Okot — Columbia Burgess: PL8041.9 .B5 W413 1969

SONG OF LAWINO, Modern African Library, Nairobi, 216 pages, $3.00

1966

A, Z. Tired of all this heavy academic talk? If you've read my annotated bibliography this far, put it away and go out and purchase a copy of SONG OF LAWINO. It is not about education; it is not even non-fiction. It is a poem. Subtitled "Let no-one uproot the pumpkin in the old homestead," SONG OF LAWINO is an insightful and moving work concerning the stresses associated with the coming of White Men's ways to traditional Africa. Besides being fine poetry, it is a truly outstanding statement regarding cross-cultural conflict. Enjoy.

**Philips, Susan U. — Teachers College: PH1 .C38

Participant Structures and Communicative Competence: Warm Springs Children in Community and Classroom, found in FUNCTIONS OF LANGUAGE IN THE CLASSROOM, Courtney B. Cazden, Vera P. John, & Dell Hymes, editors, Teachers College Press, New York, 1972, pp. 370-394

1970

E, F, L. This is an intelligent, informed, and thought-provoking analysis (i.e., not merely a description) of the differences separating Indian and non-Indian sociolinguistic behavior in everyday home and community settings, and, consequently, an explication of the reasons why Indian children experience considerable difficulty in accepting classroom interaction patterns as governed by white teachers. Surprisingly, Ms. Philips does not necessarily reach the firm conclusion that teachers should adapt their methods to fit Indian students' communicative styles; rather, noting that such efforts have been counterproductive for those students who continue their education in white-dominated secondary schools, she leaves this crucial question thoroughly analyzed but unanswered. This article is one of the most astute analyses of specific cross-cultural differences that this reviewer has ever read; it may be read profitably either for its specific content (Indian-white differences) or as a model of cross-cultural analysis to be imitated in one's own writing and thinking.

QUARTERLY BIBLIOGRAPHY ON CULTURAL DIFFERENCES
Compiled by the California State Library, Sacramento; average about 12 pages (mimeo) each quarter

Teachers College: "Information File" COMT-DE (2nd floor) filed under either "Cross-Cultural Studies" or "Cultural Differences"

Ba. This service of the California State Library provides the cross-cultural student with an annotated bibliography of books, journal articles, and other sources of information regarding a wide range of topics catalogued under headings such as "American Indians," "Chinese," "Mexican Americans," "Minorities," "Negro Americans," and others; each of these major heads may be further subdivided into "Bibliography," "Civil Rights," "Culture, "Education," "Employment," "History," "Politics," "Psychology," and others. The major subject term "Minorities" appears to take in all groups other than those named specifically (as noted above). I believe that this service is available only to libraries, not to individuals.

Salisbury, Lee H.
Cross-Cultural Communication and Dramatic Ritual, found in COMMUNICATION: CONCEPTS AND PERSPECTIVES,
1967 Lee Thayer, editor, Spartan Books, Washington, 1967, pp. 77-96

Teachers College: P87 .T55 1966

A, I. After opening with a disclaimer to the effect that he is neither an anthropologist nor sociologist and thus cannot speak with authority, Salisbury presents us with a sensitive and well-documented (in other words, authoritative) account of the cross-cultural difficulties faced by Eskimo and other native Alaskan students whose education increasingly draws them away from their traditional culture. The outrageous discordancies resulting from giving young Eskimo pupils Dick and Jane readers are only the most blatant of the problems discussed by Salisbury; the use and acceptance of silence, the quality of interpersonal relations, the significance of high school graduation, and the psychological function of dancing are among other cross-cultural differences treated in this article. Only when Salisbury gets on his own home ground--dramatics--does he perhaps go overboard with the assertion that "living theater" has the potential for uniting the world's peoples. (But then, who knows?) This article should be particularly interesting to those interested in bicultural education.

Samovar, Larry A., and Porter, Richard E.
INTERCULTURAL COMMUNICATION: A READER, Wadsworth
1972 Publishing Co., Belmont, California, 343 pages

See note at end of annotation.

ERIC reference no.: ED 067 719

F. This is the only entry in this entire bibliography where I have not personally reviewed the item. I shall quote from another annotated bibliography: Moira B. Mathieson, Don't Forget the Irish!, JOURNAL OF TEACHER EDUCATION, Vol. 24, No. 4, Winter 1973, p. 325:

"The major premise of this collection of articles and essays is that successful intercultural communication is a matter of highest importance if man and society are to survive. The purpose of the book is to create a new understanding of intercultural communication and assist the reader in developing his own skills in this area. The book provides introductory reading in the field of intercultural communication for use by students of speech communication, business, political science, and related disciplines. The book is divided into six closely related aspects of intercultural communication: (1) general concepts, (2) social psychological fac-

tors, (3) intercultural language, (4) nonverbal language, (5) effective practices, and (6) research. Each division includes a preliminary synopsis and summary. A list of suggested readings accompanies each article."

This book is available from Wadsworth Publishing Co., Belmont, California 94002, price (as reported by Mathieson in 1973) $5.95. I have been unable to find INTERCULTURAL COMMUNICATION anywhere in New York City.

Samuda, Ronald J.
PSYCHOLOGICAL TESTING OF AMERICAN MINORITIES: ISSUES AND CONSEQUENCES, Dodd, Mead & Co., New York, 215 pages
1975

Book is too new to be catalogued by libraries. At the Teachers College Bookstore for $6.95

B, T. This hot-off-the-press book is an attempt to present under one cover a comprehensive summary and synthesis of the various perspectives, findings, issues, instruments, and references regarding the testing of minorities. Some of the topics dealt with include technical problems in the appraisal of behavior, the nature-nurture controversy, environmental factors (e.g., nutrition, anxiety) influencing test performance, and alternatives to traditional standardized tests. Also included: "Compendium of Tests for Minority Adolescents and Adults" (with descriptions), plus the addresses of all major test publishers.

Order from Dodd, Mead, 79 Madison Ave., N.Y., N.Y. 10016; enclose $7.45 check.

Scheflen, Albert E.
BODY LANGUAGE AND SOCIAL ORDER, Prentice-Hall, Englewood Cliffs, N.J., 208 pages (paperback), $2.95
1972

Mid-Manhattan and Donnell libraries: 301.14-S

B, N. Here is a fine little volume that makes its points as much via photographs as through the written word. Although many of the individual meanings of body movements are discussed and analyzed, it is the overall function of nonverbal behavior that interests Dr. Scheflen, and that function, as the title suggests, is social order. Body movements are seen as a traditional code operating largely out-of-awareness, and as maintaining and regulating human relationships without reference to language. This book is not specifically about education, but certainly has application to classroom interaction as to all other modes of daily life. A related article reviewed in this bibliography is Bateson, 1966.

If you appreciate Scheflen's point of view (and it is one widely accepted by other leading theorists in the field of kinesics), you'll want to have a look at his more recent and more advanced work dealing with everything from posture to culture, and stressing the incredible regularities in patterns of human interaction: HOW BEHAVIOR MEANS, Anchor Press (Doubleday), Garden City, N.Y., 1974, $2.50.

Scott, Franklin D.
THE AMERICAN EXPERIENCE OF SWEDISH STUDENTS, University of Minnesota Press, Minneapolis, 129 pages
1956

Teachers College: 378.3 Sco8

I, R. This is another of the studies of foreign university students in America sponsored by the Committee on Cross-Cultural Education of the Social Science Research Council. Scott's approach seems to have been more psychological or psychosocial than cultural (as exemplified by Beal, reviewed above). Scott's subjects were fifty students from Sweden and Norway who were studying at the University of Wisconsin. Besides discussing his methodology, Scott provides the reader with information about the students' academic adjustment, their incidental learning and social experiences, and

the effects of American study on their personalities and ideas. One of Scott's conclusions is that Sweden and the United States do not have profound differences at the core of cultural values. He says the Swedish students could profit more, and more easily, because they did not fear American imperialism, had no sense of cultural inferiority, and felt no deep-seated historical resentment towards the United States (all of which are factors affecting foreign students from certain other nations).

Segall, Marshall H., Campbell, Donald T., and Herskovits, M.J. Columbia Burgess: HF241 .S38
1966 THE INFLUENCE OF CULTURE ON VISUAL PERCEPTION, Bobbs-Merrill Co., New York, 268 pages

F, R, V. This is a report on some important and extensive research (largely but not exclusively carried out in Africa) to attempt to determine if people from different environments perceive objective reality differently. The authors and their associates used a number of two-dimensional optical illusions (including the well-known Müller-Lyer illusion) in testing a wide variety of peoples. They concluded that culture does influence visual perception. They state and defend three hypotheses as possible explanations of their findings: (1) The carpentered-world hypothesis, (2) The foreshortening-of-receding-horizontals hypothesis, and (3) The symbolizing-three-dimensions-in-two hypothesis. The data acquired are discussed with admirable objectivity (the data fail to perfectly support their hypotheses). Also discussed are related topics such as the perception of depth in two-dimensional pictures, the perception of color, and the old nativist-empiricist controversy. All those interested in cross-cultural communication should read this standard work at some point.

Selltiz, Claire, Christ, June, Havel, Joan, and Cook, Stuart Teachers College: 378.3 Se4
1963 ATTITUDES AND SOCIAL RELATIONS OF FOREIGN STUDENTS IN THE UNITED STATES, University of Minnesota Press, Minneapolis, 434 pages

I, R. This is a study of foreign students' characteristics, social relations, adjustments, and attitudinal transformations in the United States while studying at the university level. It is yet another in the series of studies sponsored by the Committee on Cross-Cultural Education of the Social Science Research Council. Being published in 1963, the work of Selltiz et al. draws in part upon the studies completed in the 1950s at the University of Minnesota, and thus may be useful to individuals interested in student exchanges who wish to cut through to final conclusions (see Chapter Nine: "Our Findings in Perspective"). Appendices to this volume discuss methodological questions in detail, present no less than 259 tables relating to the preceding chapters, and include a moderate-length bibliography.

Sharp, Lauriston Teachers College: GN325 .S67
1952 Steel Axes for Stone-Age Australians, found in CONFORMITY AND CONFLICT, James P. Spradley & David W. McCurdy, editors, Little, Brown & Co., Boston, 1974, pp. 413-427 (Second Edition)

F, Z. Readers of anthropological and cross-cultural literature sooner or later encounter the confident assertion that the introduction or creation of one innovation (either artifact or mentifact) into a given cultural pattern will eventually have ramifications throughout that pattern. If you are a Doubting Thomas, or if you merely wish

to know of a particularly dramatic example of the truth of that assertion, then this is the article for you to read. Sharp relates how the introduction of an apparently insignificant hatchet-size steel axe into the culture of the Australian Aborigines eventually threatened the very meaning of their lives. Engrossing!

This article may also be found in HUMAN ORGANIZATION, Vol. 11, No. 1, 1952; and in HUMAN PROBLEMS IN TECHNOLOGICAL CHANGE, Edward H. Spicer, editor, Russell Sage Foundation, New York, 1952.

Shelton, Austin J. Teachers College: DT14 .I78

Behavioral Impediments to Cross-Cultural Contact, found in CULTURAL ADAPTATION WITHIN MODERN AFRICA, S.H. Irvine & J.T. Sanders, editors, Teachers College Press, New York, 1972, pp. 19-26

1964

Z. This short article is intended primarily for anthropologists and others carrying out research in Africa, but will be read with profit by all who are concerned about interpersonal communication cross-culturally. It is about the so-called "Miss Ophelia syndrome"--the tendency of some Westerners to avoid close physical contact with natives, and/or food offered by natives. Shelton illustrates the syndrome as well as its predictable counterproductive effects with three case studies drawn from Africa. Also found in PRACTICAL ANTHROPOLOGY, Vol. 11, 1964, pp. 259-265.

*Silvey, Jonathan Teachers College: DT14 .I78

The Social Context of Language Usage, found in CULTURAL ADAPTATION WITHIN MODERN AFRICA, S.H. Irvine & J.T. Sanders, editors, Teachers College Press, New York, 1972, pp. 61-72

1972

F, L, Z. Silvey goes into some detail in describing the theories of Bernstein which distinguish between "formal" language and "public" language, or (respectively) "elaborated" and "restricted" codes. These two types are related to the cognitive and affective styles of individuals and groups, to "guilt" and "shame" cultures (again, respectively), and--most importantly for our purposes--to fundamental difficulties in cross-cultural communication in classrooms. The focus is on East Africa, but this reviewer is quite confident that Silvey's analysis has application in many classrooms where a teacher from one (sub)cultural background deals with students drawn from another, and that the analysis may assist us in understanding the actions and reactions of minority students on several levels (cognitive, affective, overt behavior, etc.). This article covers ground similar, or at least related, to that covered by Rosalie Cohen, reviewed above.

Singleton, John Teachers College: L 101 .G8Y4 1974

Schools and Rural Development: An Anthropological Approach, found in EDUCATION AND RURAL DEVELOPMENT: THE WORLD YEARBOOK OF EDUCATION 1974, Philip Foster & James R. Sheffield, editors, Evans Brothers, Ltd., London, 1973, pp. 117-136

1973

Z. Singleton's article stresses (1) that only a small part of an individual's education occurs in school, (2) that not everything that goes on in school is "education," (3) that many colonial officials, educational consultants, and similar types in the lesser developed countries have a "vacuum ideology" (see articles by Wax and Wax, reviewed below) to the effect that their clients have no culture, (4) that what occurs in schools and what purposes are served by schools in any

given cultural context must be determined empirically, and (5) that schools in the rural context are almost certain to encourage rural defection, the platitudes of teachers and textbooks notwithstanding. Singleton's points are illustrated with case studies from rural schools in Thailand and the Philippines. Included is a short bibliography.

*Smart, Reginald
GLOBAL VILLAGE CONVERSATION, American Field Service, New York, 30 pages
1968

See note at end of annotation

A, F. "Bridges and Barriers to Communication Between Persons of Different Cultures" is the subtitle of this short but outstanding introduction to the problems of cross-cultural communication. Dr. Smart (an Australian) deals effectively with both the verbal and nonverbal barriers to communication, offers practical advice on how the resulting gaps can begin to be bridged, and punctuates all with valuable illustrative experiences. Worthy of particular note is the second chapter, "We're All Human," in which Smart explores some of the psychological reasons why individuals manage to create communicational difficulties for themselves (he says that the most impassable barrier of all is basic insecurity). This is a valuable little booklet--even for those who are well-read or experienced in communications across cultures. Teachers could use it as a basis for class discussions, too.

GLOBAL VILLAGE CONVERSATION costs (or perhaps used to cost) 50¢ per copy, and may be ordered from: AFS International Scholarships, 313 East 43rd Street, New York, New York 10017.

*Spindler, George D.
The Transmission of American Culture, found in EDUCATION AND CULTURE, George D. Spindler, editor, Holt, Rinehart & Winston, New York, 1963, pp. 148-172
1959

Teachers College: 370.4 Sp42

E, F, I, S. Of primary interest to the compiler--and presumably, to the users--of this annotated bibliography are cross-cultural problems arising when students and teachers come from obviously different cultures, such as those associated with geographically non-contiguous nations. But Dr. Spindler causes us to think seriously about the disjunctive and counterproductive classroom events that occur daily in those millions of cases where teachers and students emanate from different socioeconomic strata within the same culture (perhaps even the same town). These are not even necessarily differences based on ethnic background, but are those resulting from subtle and out-of-awareness infracultural differences in value patterns. Spindler's concern is that hard-working and conscientious classroom teachers often have their consciously-formulated good intentions sabotaged by this type of cross-cultural problem, and he makes the reader both convinced of the problem's reality and concerned about its seriousness through his lucid description of case studies. He traces the origin of the problem to the acculturation of teachers (and, more generally, to divergent values in modern societies), and closes by suggesting both a potential solution and some possible ethical concerns inherent in that solution. Readers of this article might do well to begin to turning to pages 136-139 of the larger edited volume for some helpful preliminary material.

Stewart, Lawrence H., Dole, Arthur A., and Harris, Yeuell Y. Teachers College: Periodical section
Cultural Differences in Abilities During High School, found in AMERICAN EDUCATIONAL RESEARCH JOURNAL, Vol. 4,
1967 No. 1, January 1967, pp. 19-30

R, T. The three authors studied differences in ability and achievement scores among various cultural groups (Caucasian, Japanese, Mixed, Filipino, Chinese, Hawaiian, and Other) in Hawaii, having tested the students in the tenth grade and again in the twelfth grade. Multivariate procedures of analysis indicated that the students, grouped according to racial-ethnic background, differed in test performance at both grade levels. The results showed that instead of levelling the differences among the groups, the two years in high school saw the differences among them accentuate. Virtually all findings were statistically significant. Sex differences are discussed, also. Over the two years, increases in profiles of mean scores were observed for all ethnic groups except the Hawaiian. The authors discuss possible reasons for their findings and suggest further research.

*Stodolsky, Susan S., and Lesser, Gerald Teachers College: Periodical section
Learning Patterns in the Disadvantaged, found in HARVARD EDUCATIONAL REVIEW, Vol. 37, No. 4,
1967 Fall 1967, pp. 546-593

B, R, S, T. Stodolsky and Lesser begin their paper with a review of research into certain classes of learning indicators as they apply to all kinds of children sweepingly described as "disadvantaged" or "deprived." They continue by examining a specific case of research into the patterns among various mental ability profiles in six- and seven-year-old children from different social class (middle and lower) and ethnic (Chinese, Jewish, Black, Puerto Rican) backgrounds. Each ethnic group sample was divided into two social-class components; "culture-free" tests were used in the sense that the materials utilized elements which appear commonly in or among all cultural groups in New York City (where all tests were conducted). The findings showed: (1) as expected, that ethnic groups are markedly different both in absolute level of each mental ability and in the pattern among these abilities (when graphed in "frequency polygon" fashion), and (2) surprisingly and significantly, that once a pattern specific to a given ethnic group emerges, social-class variations within the ethnic group do not alter its basic configurations. Charts and graphs demonstrate this strikingly. Results of a replication of the study in Boston were matched with the New York results to give equally striking similarities. The authors take issue with some of James S. Coleman's opinions and close by discussing the term "disadvantaged."

Stone, James C., and DeNevi, Donald P., editors Teachers College: LC3731 .S8
TEACHING MULTI-CULTURAL POPULATIONS: FIVE HERITAGES,
1971 Van Nostrand Reinhold, New York, 488 pages

Ba. This compilation includes 37 articles concentrating upon Blacks, Puerto Ricans, Mexican-Americans, Indians, and Asian-Americans (Japanese and Chinese). Not all of the articles zero in on classroom teaching; many are broader in scope.

This book is included in this bibliography mainly because of its extensive annotated bibliography (24 pages of fine print). Covered are: bibliographies, journals, sources on history and culture, contemporary issues, the arts, audio-visual materials, sociological and anthropological studies, materials for classroom use, and so forth and so on for each of the five groups. This is probably one of the most extensive and useful bibliographies available anywhere for information about and use with students from the five minority groups listed above.

*Stonequist, Everett V. Columbia Burgess: D302 St71
THE MARGINAL MAN, Russell & Russell, New York,
1937 1961 (reissue), 228 pages

F. Originally published in 1937, Stonequist's work appears to this reviewer to have great usefulness in this or any other decade. The subtitle is "A Study in Personality and Culture Conflict," and it is indeed a thorough sociological-psychological interpretation and analysis of the clash of divergent cultures at the level of individual functioning. The marginal man (the term was invented by Robert E. Park, see review above) exists on the margins of two cultures--one dominant, one subordinate--and experiences personal conflict and the resulting personality disorganization as a result. In the first part of the book Stonequist examines the social situations that produce marginal men; in the second part the emphasis shifts to the consequences of marginality for personality, and includes an explication of the main forms of adjustment and maladjustment. Autobiographical writings are used.

Interested readers may also want to see: Aaron Antonovsky, Toward a Refinement of the Marginal Man Concept, SOCIAL FORCES, Vol. 35, October 1956, p. 57f.

*Taba, Hilda Teachers College: 321.041 .T11
CULTURAL ATTITUDES AND INTERNATIONAL UNDERSTANDING,
Institute of International Education Research Program
1953 Occasional Paper #5, no location, 84 pages

F, R, X. Taba's occasional paper raises and attempts to answer many questions about the nature of cross-cultural learning while reporting the findings of research conducted during a study tour of France made by American students in the summer of 1950. The research effort was about as systematic as could be hoped given the conditions of constant travel, and statistics are employed. Readers put off by statistics can skip to the thought-provoking conclusions, in which three "types" of response to cross-cultural experience are delineated, and a specific "case" is given to illustrate each. The findings challenge many common assumptions, such as that cultural contact creates cultural tolerance and broader insights. Particular attention is given to the interplay between intellectual and emotional values in forming cultural judgements. Ethnocentrism and prejudice are found not to be identical. Perhaps the most interesting conclusion is that Americans going abroad might prepare themselves better by studying their own culture than by studying the backgrounds of the countries or peoples they plan to visit. The methodology of this research effort is fully explained.

Taba, Hilda Teachers College: LB1570 .T13
CURRICULUM DEVELOPMENT: THEORY AND PRACTICE,
1962 Harcourt, Brace & World, New York, 526 pages

E, F. Several of the early chapters in this volume offer the reader an informed general discussion of the interaction among anthropology, sociology, psychology, and education. Much reference is made to the ideas of leading thinkers in these fields (prior to about 1960), such as Dewey, Linton, Heilbroner, Fromm, Counts, Horney, Kluckhohn, Mead, Spindler, Redfield, Riesman, and many others. Chapters 2 through 5 are recommended in particular; they are entitled "Current Conceptions of the Function of the School," "The Analysis of Society," "The Analysis of Culture," and "Educational Implications of the Analysis of Culture." I am assured by the curriculum expert who brought this book to my attention that the rest of it is an excellent and practical guide for curriculum planners. The twenty-one page bibliography naturally is primarily directed towards curriculum matters.

Thomas, Robert K., and Wahrhaftig, Albert L.
Indians, Hillbillies, and the "Education Problem," found in ANTHROPOLOGICAL PERSPECTIVES ON EDUCATION, Murray L. Wax, Stanley Diamond, and Fred O. Gearing, editors, Basic Books, New York, 1971, pp. 230-251
1971

Teachers College --and-- Columbia Butler: LB45 .W33

F, S. Focusing on the Cherokee Indians and "folk-Whites" of Eastern Oklahoma, this article draws attention to the problems generated when small communities or ethnic enclaves lag behind the mainstream culture, and the effects which formal schooling (as organized and delivered by mainstream institutions and individuals) can have on reducing this cultural lag. The authors adopt a critical and pessimistic stance, seeing the efforts of O.E.O. and similar organizations as a type of colonialism on the part of the middle-class in which acceptable behaviors are dictated to those "disadvantaged" individuals who want to make it into the system. They point out as evidence for this point of view that intact ethnic communities are making ever more dogged efforts to resist forced assimilation. They also condemn mainstream emphasis on individual achievement in the absence of any provision for entire communities to improve their collective ranks in the social order. Much space is devoted to the history of the Cherokee and folk-White communities in Oklahoma.

Thompson, James J.
BEYOND WORDS: NONVERBAL COMMUNICATION IN THE CLASSROOM, Citation Press, New York, 208 pages
1973

Teachers College: LB1067 .T48

B, M. At least as far as this bibliographer knows, this is the only book-length work on nonverbal communication dedicated explicitly to discussing the implications of such communication for life and work in the classroom. Thompson gives the reader a discussion distinguished more for its breadth (personal space, color, facial expressions, posture, gestures, etc.) than for its depth. To readers of the more academic and research-oriented works in nonverbal communication, Thompson's easy generalizations and incomplete explanations will appear reprehensible; however, for the classroom teacher, this book is probably a very good introduction to the subject, serving to awaken her or him to the vast mass of communication beyond the realm of spoken language. I hope that those whose curiosity is awakened by Thompson's work will soon follow up with additional readings as suggested in the bibliographies following each of Thompson's chapters, and/or by reading some of the works reviewed in this bibliography, such as those by Bateson, Birdwhistell, Byers and Byers, Hall, Knapp, Kochman, and Scheflen.

Trifonovitch, Gregory J.
On Cross-Cultural Orientation Techniques, found in TOPICS IN CULTURE LEARNING, VOLUME ONE, Richard W. Brislin, editor, East-West Center Culture Learning Institute, Honolulu, 1973, pp. 38-47
1973

See note at end of this annotation.

A, E, I, Z. Trifonovitch describes orientation techniques used successfully for eight years with American teachers preparing to assume responsibilities in Micronesia. Although this may seem to limit the usefulness of this article, don't be misled. Trifonovitch, who was in charge of the orientation sessions, explains his methods (including his deliberate decision not to use written materials) in such a way that anyone involved with any kind of cross-cultural orientation program can begin to generate plenty of good ideas in his or her own head. For the rest of us, this article makes interesting, instructive, and occasionally amusing reading.

Copies of TOPICS IN CULTURE LEARNING are almost impossible to find. It is not listed in any of the standard periodical reference guides. Teachers College library has promised me that they would order both Volume One (1973) and Volume Two (1974). Meanwhile, I know for a fact that you can get both volumes free by writing to this address: East-West Culture Learning Institute, East-West Center, 1777 East-West Road, Honolulu, Hawaii 96822.

*Troike, Rudolph, and Saville, Muriel R.
A HANDBOOK OF BILINGUAL EDUCATION, Revised Edition, Teachers of English to Speakers of Other Languages,
1971 Washington, D.C., 71 pages

Clearinghouse on Urban Education document 013949 (Dodge 197)

B, E, F, L, Lb, T. The husband and wife team of Saville and Troike have published a short but valuable introductory pamphlet on bilingual education that makes up in breadth what it may lack in depth. The linguistic problems in bilingual/bicultural education are stressed, but the broader cultural and nonverbal problems are not ignored. Practical suggestions are given for dealing with various aspects of second language teaching, bilingual curriculum design, evaluation procedures, and classroom instruction in the bilingual/bicultural context. A glossary of terms is included within the introductory chapter; each chapter is followed by a bibliography. This pamphlet is highly recommended for individuals new to the field of bilingual education; I rate it as the best available short introductory statement.

To order, send $2.50 (check) to Teachers of English to Speakers of Other Languages, 455 Nevils, Georgetown University, Washington, D.C. 20057.

UNESCO
EDUCATION FOR INTERNATIONAL UNDERSTANDING,
1959 Unesco, Paris, 116 pages

Teachers College: 321.041 Un34

E. The subtitle of this little book succinctly states its purpose: "Examples and Suggestions for Classroom Use." The suggestions deal with teaching about the UN, about other countries, about human rights, and so forth, and the examples are drawn from classrooms in every corner of the globe. Also discussed: extracurricular activities, teaching aids, and evaluation. Although dated, this thoroughly practical volume should spark new ideas in the minds of teachers and curriculum specialists who wish to widen the cultural perspectives of their students.

United States Department of State
CROSS-CULTURAL EDUCATION: A BIBLIOGRAPHY...,
Department of State Bureau of Intelligence and
1965 Research, Washington, D.C., 61 pages

Teachers College: Ref. fZ5814 .S88U5 Second floor reference desk.

Ba, I. The full title of this document is: "Cross-Cultural Education: A Bibliography of Government-Sponsored and Private Research on Foreign Students and Trainees in the U.S. and in Other Countries, 1946-1964." It covers books, monographs, articles, and doctoral dissertations dealing with the selection, orientation, administration, placement, extra-curricular life, attitudes, and follow-up information on foreign students and trainees; and it is organized by sponsoring agency: first, UNESCO, second, United States Government (House, Senate, Dept. of State, A.I.D., Dept. of Defense, and others), and finally, privately sponsored research. Fewer than half the entries are annotated. Two indices cover geographical areas and subject areas.

*Wall, W. D. Teachers College: 379 .H198

Unconscious Resistances to Education, found in EDUCATION AND THE DEVELOPMENT OF NATIONS, John W. Hanson and Cole S. Brembeck, editors, Holt, Rinehart, and Winston, New York, 1966, pp. 275-279

1958

A, I, Z. This article is so short that I am almost tempted to reproduce it here, for it is as high in quality as it is brief in quantity. Although of particular interest to students of International Educational Development, it is a valuable statement about cross-cultural problems in education in general. I can't resist quoting a few sentences: "Beyond the linguistic, physical, and emotional problems of adjustment, to which a good deal of attention continues to be devoted, looms the greater problem of deep cultural incompatibilities, of which both students and teachers may be unaware.... Such incompatibilities express themselves in the ways in which experience has structured ability, categories, and modes of thinking and in value systems and tacit assumptions about man and society. ...Applied technologies are relatively easy to import; but the nearer we get to those things which deeply touch the social and personal life and modes of thinking, the greater grows the incomprehension. Education is closer to the human spirit than to applied technology and, in consequence, has to take account of all kinds of unconscious resistances." (pp. 278-279)

Waller, Willard Teachers College: 370.4 .W37

THE SOCIOLOGY OF TEACHING, John Wiley & Sons, New York, 467 pages

1932

F, R. Although I have personally seen this book, I am going to take the liberty of quoting someone else's comments regarding it. Rosalie and Murray Wax, in their article Great Tradition, Little Tradition..., (reviewed below), write as follows:

"...This study, which, to our knowledge, has had no successor, is the only one that comes close to describing the school as an institution. Waller's research procedures appear to have been informal, and he seems to have relied mainly upon his own experiences and the reports and diaries of teachers who were students of his, yet, nonetheless, he systematically reviewed the major sorts of interactions associated with being a teacher. As compared with the several, methodologically sophisticated readers in the sociology of education on the market, Waller's has been the only book to discuss such significant topics as the elementary forms of collective behavior within the classroom or the role of ceremonies in the life of the school.... In a sense, Waller viewed the school as a community, and its educators and pupils as social beings participating in the life of the community, and so he produced a monograph that can serve to suggest directions for research on contemporary schools." (Quote from Wax/Diamond/Gearing, eds., pp. 9-10.)

This reviewer's perusal of Waller's six-page small-print table of contents also suggests a thoroughness seldom equalled by any academic work.

Wallman, Sandra Teachers College: DT14 .I78

Conceptual Barriers to Cross-Cultural Communication, found in CULTURAL ADAPTATION WITHIN MODERN AFRICA, S.H. Irvine & J.T. Sanders, editors, Teachers College Press, New York, 1972, pp. 35-47

1965

V, Z. This article will appeal most to students of International Educational Development, particularly if they have an interest in rural development. Ms. Wallman reports on events in Basutoland where wide conceptual differences in the use of terms of area

measurement, clock time, weight, and volume nearly sabotaged well-meaning government efforts to assist illiterate peasants in improving their nutritional intake, crop yields, and the like. Also touched upon are problems of visual interpretation by the peasants of posters carefully (!) drawn for their edification. Some of the misinterpretations resulting from imperfect poster-to-peasant communication caused this reviewer to laugh out loud, but the message was a serious one: the tendency for Western trained experts to expect peasants to readily adapt to Western conceptual conventions will seldom if ever be rewarded with success.

Wallman's article may also be found in HUMAN ORGANIZATION, Vol. 34, 1965, pp. 236-243.

Watson, Jeanne, and Lippitt, Ronald
LEARNING ACROSS CULTURES, University of Michigan, Ann Arbor, 205 pages
1955

Columbia Burgess: D378.3 W334

I. This is a disarmingly objective report about what happened when three groups of German visitors came to the U.S.A. as part of a "re-education" program sponsored by the State Department during 1949-1951. Members of the three groups were distributed among several universities, although they were not students in the usual sense of that term. The report details what occurred to those who went to the University of Michigan, and includes frank admission of some abysmal failures, particularly in an experimental training program in Group Dynamics. The authors examine the successes and failures in depth; however, they appear to have done their work in total ignorance of the nonverbal channels of human communication. The book includes many practical and detailed suggestions which are bound to be of considerable use to those planning cross-cultural exchange programs.

*Wax, Murray L., and Wax, Rosalie H.
Cultural Deprivation as an Educational Ideology, found in THE CULTURE OF POVERTY, Eleanor Burke Leacock, editor, Simon & Schuster, New York, 1971, pp. 127-139
1971

Teachers College: HC110 .P6C85 1971

F. Here we have a rather short and simply-written but powerful article in which the Waxes relate their experiences at the Pine Ridge Indian Reservation and in the process provide some shocking examples of the attitudes of mainstream do-gooder types toward the so-called "culturally deprived." That last term is one which this reviewer will never use again, for the Waxes convincingly demonstrate how it smacks of paternalism, arrogance, and ignorance, and how it and similar facile labels can be used to justify cultural imperialism. This is the article in which the Waxes coin and explain their new term "vacuum ideology," which describes the opinions of B.I.A. and other self-assumed superior individuals concerning the ethos and the experiences ("meager," "empty," etc.) of minority children. This article will probably leave you either sad or angry, or both, and is likely to leave you wiser and more sensitive as well.

Wax, Murray L., and Wax, Rosalie H.
Great Tradition, Little Tradition, and Formal Education, found in ANTHROPOLOGICAL PERSPECTIVES ON EDUCATION, Murray L. Wax, Stanley Diamond, & Fred O. Gearing, editors, Basic Books, N.Y., 1971, pp. 3-18
1971

Teachers College: LB 45 .W33
Columbia Butler: LB45 .W33

F, S. This thoughtful article ostensibly examines the effects of the impact of the "Great" tradition of the wider (e.g., mainstream, intellectual/rational) culture upon the

"Little" tradition of small communities and ethnic enclaves, using poignant examples drawn from the Waxes' Pine Ridge Indian Reservation experiences to underscore the points. The valuable concept of "vacuum ideology" is explicated (see bibliography entry immediately above), and much ammunition will be found by those who want to fight against the notion that there is any such being as a "culturally deprived child" (the Waxes deftly show how utterly ethnocentric and educentric that term really is). This article has equally great value in stimulating critical thought about the nature of past educational research (described as "pseudoempirical and "tragicomic" because it has failed to observe what actually occurs in schools), and in suggesting lines for more profitable future research. The Waxes also argue for a more humane interest in the goals of education, with less attention to ways of teaching better, faster, and more-more-more to ever younger youngsters.

Wax, Rosalie H. Teachers College:
The Warrior Dropouts, found in TRANS-ACTION, Periodical section
1967 Vol. 4, No. 6, May 1967, pp. 40-46

I. Rosalie Wax provides us with a readable and sensitive article discussing the problems arising between the formal educational system and the life styles of young Indian men in South Dakota. Here is a quote: "Thus, on the Pine Ridge reservation, a majority of the young men arrive at adolescence valuing élan, bravery, generosity, passion, and luck, and admiring outstanding talent in athletics, singing, and dancing. While capable of wider relations and reciprocities, they function at their social best as members of small groups of peers or relatives. ...In order to graduate from high school, they are told that they must develop exactly opposite qualities to those they possess...." And another: "The dropouts are failures--they have failed to become what the school demands. But the school has failed also--failed to offer [them] the opportunity to become whole men." The article includes excerpts from interviews with the Indians, illustrative anecdotes, and suggestions on how to ameliorate the situation, and relates the problems of the Indian students to those of urban working-class youth. Also included are those rare items, photographs.

Wolcott, Harry F. Teachers College:
A KWAKIUTL VILLAGE AND SCHOOL, Holt, Rinehart & 970.3 W83
1967 Winston, New York, 132 pages

A, I, R. This anthropological study of a tiny British Columbian Indian community and its school was carried out by Wolcott while he served for one year as the resident village schoolteacher. The first part of the study describes the community, the second the school; readers not particularly interested in all the details of life in "Blackfish Village" can still profit from reading the several chapters describing the school, for Wolcott has recorded with admirable thoroughness what happens when a white teacher attempts to provide a more or less standard middle-class curriculum for youngsters living in a largely traditional culture. Wolcott not only reports on how he attempted to socialize the children, but how they attempted to socialize him--the conflicts resulting provide the reader with much amusement! The book also implicitly raises many important and perplexing questions about culture contact in the classroom, questions which the reader is left to ponder on his own. A short bibliography concentrates on anthropological studies of Indian cultures.

Wolman, Marianne
Cultural Factors and Creativity, found in
JOURNAL OF SECONDARY EDUCATION, Vol. 37, No. 8,
1962 December 1962, pp. 434-460

Teachers College: K 209 (in stacks, not in periodical section)

L, T. In this article, Wolman pleads for more and better intelligence tests in order to correctly assess the potential of culturally different students. But the real impact of the article is in its inspiration for those who never give up trying. It describes several Mexican-American pupils in the schools of the San Gabriel Valley and the efforts being made with them by a young English teacher of Mexican-American descent in her first teaching assignment. These students had I.Q. scores in the 70s and 80s, and ranked 0 (that's a zero) and 1 (or first) percentile on the Cooperative English Test. Many of them came from "disadvantaged" homes, caused trouble in school, had run away on previous occasions, etc., etc. The article reproduces several original poems written in English (not translated from Spanish) by these same students after they had spent some time in the class of this remarkable young teacher (and, incidentally, notes that when the teacher awarded them marks of "B" the students begged to have the mark lowered so that they would not be transferred to a higher stream).

Zintz, Miles V.
Problems of Classroom Adjustment of Indian Children in Public Elementary Schools in the Southwest, found in EDUCATION OF THE DISADVANTAGED, A. Harry Passow, Miriam Goldberg, and Abraham J. Tannenbaum, editors,
1962 Holt, Rinehart, and Winston, New York, 1967, pp. 88-100

Teachers College: LC4065 .P3

E, L, R, T. Zintz's article draws upon years of research by himself and many others in the American Southwest. The main thrust of his article is an explication of the cultural differences separating the Navajo, the Pueblo, the Spanish-American, and the "Anglo" from one another, and an explanation of the relation of these differences to problems in the education of children from the four ethnolinguistic groups. Zintz feels that it's all very well to talk about allowing these minority groups to preserve their own culture; in fact, however, the minorities are inexorably shifting towards the dominant Anglo culture and schools must deal with this reality no matter what the social thinkers might advise. The problems of educational retardation (note: not personal mental retardation) and of learning English as a second language are discussed. Some examples of tests of English proficiency are included. In conclusion, Zintz suggests that at the root of the problems lies not intellectual incompetence on the part of the children, but poorly prepared and cross-culturally unsophisticated classroom teachers. Short bibliography.

Zintz, Miles V.
EDUCATION ACROSS CULTURES, William C. Brown
1963 Book Company, Dubuque, Iowa, 401 pages

Teachers College: LC3719 .Z5

A, B, E, F, I, L, Ib. Zintz, of the University of New Mexico, gives us a volume that is first and foremost designed to serve as a text for those educators working in the American Southwest. In some ways, his approach is broad: he delves into the foundations of education for minority groups, examines the background of the typical middle-class teacher, and lists the barriers to educational success of bilingual/bicultural children. In other ways, Zintz's approach is narrow: virtually every example is drawn from the Southwest (especially Navajo, Pueblo, and Spanish cultures), and a great deal of attention is focused on language (assumed to be the major, or even

the only, transmitter of culture) and language teaching (including TESOL). Zintz has a curious point-of-view: though he obviously is both knowledgeable and sensitive, his underlying assumption (never stated bluntly) seems to be that minority individuals must eventually conform to mainstream ways. Educators must be understanding and flexible, yes, but all this is in the service of eventually bringing minority children up to "Anglo" standards. (This is a debatable issue, of course; Philips, reviewed above, might agree with Zintz; the Wixes, also reviewed above, might not.) The book is unusual in another way: Zintz quotes, verbatim and at some length, just about everyone who ever wrote anything about whatever he happens to be discussing. The latter chapters include dozens of practical suggestions about language (TESOL) teaching. The appendices are also interesting --see in particular the one entitled "Ways of Working with the Navajos...." Zintz's bibliography includes nearly 400 items.

APPENDIX

The following items were discovered too late to be reviewed for inclusion in the annotated bibliography. In the case of the edited volumes below, I do not presume that all the articles contained would ordinarily be appropriate for inclusion in the annotated section above. I have read enough of one of the items cited below to know that it deserves an asterisk.

Abrahams, Roger D., and Troike, Rudolph C., editors, LANGUAGE AND CULTURAL DIVERSITY IN AMERICAN EDUCATION, Prentice-Hall, Englewood Cliffs, N.J., 1972

Alatis, James E., editor, BILINGUALISM AND LANGUAGE CONTACT, Georgetown University Press, Washington, D.C., 1970

Andersson, Theodore, and Boyer, Mildred, BILINGUAL SCHOOLING IN THE UNITED STATES, VOLUMES I & II, Southwest Educational Development Laboratory, Austin, Texas, 1970

Brislin, Richard W., et al., CROSS-CULTURAL RESEARCH METHODS, John Wiley and Sons, New York, 1973

Mandelbaum, David G., et al., RESOURCES FOR THE TEACHING OF ANTHROPOLOGY, University of California Press, Berkeley, 1963 (Note: This book includes a bibliography of 1,714 items.)

Ramírez, Manuel III, and Castañeda, Alfredo, CULTURAL DEMOCRACY, BICOGNITIVE DEVELOPMENT, AND EDUCATION, Academic Press, New York, 1974

*Sealye, H. Ned, TEACHING CULTURE, National Textbook Company, Skokie, Illinois, 1974